

Marine Animals Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

Resources Needed:

- Chart paper, white board, or chalkboard
- Markers or chalk
- Some method of displaying ancillary materials¹

Resources Provided (see end of document):

- Ancillary Material
 - Image 1: Sea Lion (Mammal)
 - Image 2: Sea Turtle (Reptile)
 - Image 3: Seagull (Bird)
 - Image 4: Lionfish (Fish)
 - Image 5: Jellyfish (invertebrate)

Learning Goals:

- Students will understand the context of the key concepts related to the topic:
 - Marine animals live in or near the ocean.
 - There are many types of marine animals:
 - Mammals (warm-blooded; have live births; have fur or hair; breathe in air)
 - Reptiles (cold-blooded, lay eggs; some have a shell; breathe in air)
 - Birds (warm-blooded; lay eggs; have feathers; breathe in air; fly)
 - Fish (cold-blooded; some lay eggs and some have live births; have gills and fins; get their oxygen, or “breathe,” underwater; get their food from the ocean)
 - Invertebrates (cold-blooded; some lay eggs and some have live births; some have a shell; do not have a backbone, or spinal column; some breathe underwater, some breathe in air, and some do both)

Students will understand the key term:

- Marine animals: animals that live in or near the ocean

Note: This definition is provided here for the convenience of the facilitator. Students are expected to understand this key term in the context of the task, not memorize the definition.

¹ Facilitators can decide whether they want to display ancillary materials using an overhead projector or computer/Smartboard, or whether they want to produce them as a handout for students.

Marine Animals Classroom Activity

[Purpose: The facilitator’s goal is to help students understand that marine animals live in or near the ocean. This activity will allow students to be active participants as they identify the variation in marine animals.]

Facilitator says: “Today, we will get ready for the Marine Animals Performance Task. Marine animals are animals that live in or near the ocean. There are many types of marine animals. Some are very small, like the clownfish, and some are extremely large, like the blue whale.

Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, teacher-student discussion for remote locations with a single student, or small groups.

[Divide the class into small groups of 3-4 students.]

Facilitator says: “In your small groups, I want you to brainstorm a list of marine animals.”

[While students are brainstorming, start a list, titled *Marine Animals*, on the chart paper, white board, or chalkboard.]

[After three minutes, reassemble the class into a whole group.]

Facilitator says: “Each group should choose someone from the group to share with the class what marine animals your group named.”

[Record replies on the *Marine Animals* list on the chart paper, white board, or chalkboard or allow students to come record their responses on the chart paper, white board, or chalkboard.]

[If necessary, correct any misconceptions. Students may think that marine animals are animals that only live in the ocean. Explain that a marine animal lives in or near the ocean. Even if an animal does not live in the ocean all of the time, but it depends on the ocean for its survival (i.e., gets its food from the ocean), then it is considered a marine animal.]

Facilitator says: “The animals on this list are considered marine animals because they live mainly in the ocean or near the ocean. They depend on the ocean for their survival.”

Note: Make sure students arrive at the common understanding that:

- Marine animals live in or near the ocean.

[Write the common understanding on the chart paper, white board, or chalkboard.]

Facilitator says: “There are many types of marine life. One type of marine animal is a mammal. A mammal is warm-blooded, has fur or hair on its body, has live births, and breathes air.”

[Show Image 1: Sea Lion. Note: For students who are visually impaired, read the description below the photo.]

Facilitator says: “This sea lion is a marine mammal. Take two minutes to discuss with your group other marine mammals.”

[If the sea lion is one of the animals that the students included in the original list of marine animals, circle this animal on the *Marine Animals* list.]

[As students are discussing, begin another list, titled *Marine Animal Groups*, on the chart paper, white board, or chalkboard. Write *Mammals* as the first word on this list.]

[Observe students to ensure that they are on task during their discussion.]

Facilitator says: “When I call on your group, someone from the group should share with the class the marine mammals that your group discussed.”

Possible student responses (*unscripted*):

- whale
- dolphin

[If students list any marine mammals that are not already on the *Marine Animals* list, allow someone from that group to come to the chart paper, white board, or chalkboard to add those animals to the *Marine Animals* list.]

Facilitator says: “Some marine animals are reptiles. A marine reptile lays eggs and is cold-blooded.”

[Show Image 2: Sea Turtle. Note: For students who are visually impaired, read the description below the photo.]

Facilitator says: “This sea turtle is a marine reptile. Take two minutes to discuss with your group other marine reptiles.

[If the sea turtle is one of the animals that the students included in their original list of marine animals, circle this animal on the *Marine Animals* list.]

[Add the word *Reptile* to the *Marine Animal Groups* list.]

[Observe students to ensure that they are on task during their discussion.]

Facilitator says: “When I call on your group, someone from the group should share with the class the marine reptiles that your group discussed.”

Possible student responses (*unscripted*):

- crocodiles
- sea snakes

[If students list any marine reptiles that are not already on the *Marine Animals* list, allow someone from that group to come to the chart paper, white board, or chalkboard to add those animals to the *Marine Animals* list.]

Facilitator says: There are three more groups of marine animals we are going to talk about. I am going to split the class into three groups. You will have five minutes to discuss the animal assigned to your group. Use the discussion questions that I will write to discuss your group's animal."

[Write the following discussion questions on the chart paper, white board, or chalkboard.]

Discussion questions:

- How does the animal move?
- What is the animal's skin like?
- Are the babies born live, or are they hatched from eggs?
- Where does it get its food?

[Divide the class into three groups. Provide a photo of a marine animal to each group. Note: For students who are visually impaired, read the description below the photo.]

[Tell the groups the name of the animal that they are to discuss as the photos are distributed/displayed. Group 1 receives Image 3: Seagull. Group 2 receives Image 4: Lionfish. Group 3 receives Image 5: Jellyfish.]

[Add the words *Seabird*, *Fish*, and *Invertebrate* to the *Marine Animal Groups* list.]

[Give the students five minutes to discuss in their groups the posted discussion questions.] [Observe students to ensure that students are on task.]

Facilitator says: "One of the remaining types of marine animals is the seabird. Someone from the group with the photo of the seagull, please share what you discussed about this animal."

[If the seagull is one of the animals that the students included in their original list of marine animals, circle this animal on the *Marine Animals* list.]

[Allow someone from the seabird group to share what was discussed in his or her group.]

Possible student responses for seabirds (*unscripted*):

- Seabirds fly
- Have feathers
- Lay eggs

[If necessary, share any of the above responses that were not shared by the students.]

Facilitator says: "Another group of marine animals is fish. Someone from the group with the photo of the lionfish, please share what you discussed about this animal."

[If the lionfish is one of the animals that the students included in their original list of marine animals, circle this animal on the *Marine Animals* list.]

[Allow someone from the fish group to share what was discussed in his or her group.]

Possible student responses for fish (*unscripted*):

- Swim
- Have gills and fins
- Some babies are hatched from eggs
- Get food from the ocean

[If necessary, share any of the above responses that were not shared by the students.]

Facilitator says: “Lastly, there are invertebrates. Someone from the group with the photo of the jellyfish, please share what you discussed about this animal.”

[If the jellyfish is one of the animals that the students included in their original list of marine animals, circle this animal on the *Marine Animals* list.]

[Allow someone from the invertebrate group to share what was discussed in his or her group.]

Possible student responses for invertebrates (*unscripted*):

- Cold-blooded
- Do not have shells or backbones (or spines)

[If necessary, share the above response if not shared by the students.]

Facilitator says: “Today, we have discussed that animals that live in or near the sea are marine animals. We also discussed five types of marine animals.”

Note: Make sure students arrive at the common understanding that:

- There are many types of marine animals. Some are:
 - Mammals (warm-blooded; have live births; have fur or hair; breathe in air)
 - Reptiles (cold-blooded, lay eggs; some have a shell; breathe in air)
 - Birds (warm-blooded; lay eggs; have feathers; breathe in air; fly)
 - Fish (cold-blooded; some lay eggs and some have live births; have gills and fins; get their oxygen, or “breathe,” underwater; get their food from the ocean)
 - Invertebrates (cold-blooded; some lay eggs and some have live births; some have a shell; do not have a backbone, or spinal column; some breathe underwater, some breathe in air, and some do both)

Facilitator says: “You all did a great job identifying the different marine animal groups.”

Facilitator says: “In your performance task, you will be learning about other marine animals. The work you did today should help prepare you for the research and writing you will be doing in the performance task.”

Ancillary Material

Image 1

Sea Lion (Mammal)



Picture Description: The picture shows a sea lion on the sand just outside the water. The sea lion has a long and thick body. He has a tail and two flippers that he is using to walk on the sand.

Photograph of a sea lion (Image Number 1436R-311023), copyright by Superstock. Used by permission.

Ancillary Material

Image 2

Sea Turtle (Reptile)



Picture Description: The picture shows a turtle swimming under water. The turtle has four flippers and a hard shell that covers most of its body.

Photograph of a sea turtle (Image Number 1672R-83996), copyright by Superstock. Used by permission.

Ancillary Material

Image 3

Seagull (Bird)



Picture Description: The picture shows a seagull bird standing on a rock near the ocean. The seagull has webbed feet.

Photograph of a seagull (Image Number 1815R-55251), copyright by Superstock. Used by permission.

Ancillary Material

Image 4

Lionfish (Fish)



Picture Description: This picture shows a lionfish swimming in the ocean. The lionfish has a set of tentacle-like fins that are in a row down its back. It also has a large set of tentacle-like fins under its head.

Photograph of a lionfish (Image Number 1397R-85512), copyright by Superstock. Used by permission.

Ancillary Material

Image 5

Jellyfish (Invertebrate)



Picture Description: This picture shows a jellyfish in water. The jellyfish is small with a jelly-like body and tentacles that hang down from its body.

Photograph of a jellyfish (Image Number *1647R-171115*), copyright by Superstock. Used by permission.