

# Science Lesson Plan (Early Childhood)

## Lesson Plan by:

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**Lesson:** Dissecting Squid **Length:** 45 minutes- 1 hr. **Grade Intended** 2<sup>nd</sup> Grade

### Websites Used:

<http://www.nhm.org/seamobile/PDF/clasacts/sqd%20i.pdf>

<http://www.biologycorner.com/worksheets/squid.htm>

### Academic Standard(s):

**2.1.1** Manipulate an object to gain additional information about it.

**2.1.5** Demonstrate the ability to work with a team but still reach and communicate one's own conclusions about findings.

### Performance Objective:

After completing the dissection in pairs, the students will correctly label 4 out of 5 parts of the worksheet.

### Assessment:

The teacher will observe the students as they interact with one another during the process. The teacher will provide help when needed and will make sure that students are staying on task and correctly completing the activity. After, the teacher will assess through group discussion and checking over worksheets. looking for 4/5.

### Advanced Preparation by Teacher:

- Finding Nemo movie
- dvd/tv
- One squid for each pair of students
- One pair of scissors for each pair
- Plates- one for each pair
- Worksheet made up for each student
- Plastic knives to investigate- one for each student
- Trash bags to dispose of squid
- Disinfecting cleaning supplies

### Procedure:

Introduction/Motivation: We have been working for awhile now on our ocean unit. Last week we talked about vertebrates and invertebrates. Who can give me an example of a vertebrate? (Bloom's Knowledge) Who can tell give me an example of an invertebrate? (Bloom's Knowledge) Good! Well today we are going to learn more about the squid. The squid is part of the mollusk family just like an octopus! Squid is a very funny creature. We are going to find out if the squid is a vertebrate or an invertebrate but I am not going to tell you what it is! Instead you are going to discover it with a partner and following directions.

### Step-by-Step Plan:

#### ENGAGE:

Start this activity by showing a clip from the movie Finding Nemo. Show the beginning of the movie until Nemo and his friends sneak away from the class and the

Squid

how should I word this?

pink squid friend gets scared and inks. Stop the movie and ask the students how the squid inks? Does anyone know? (Bloom's Knowledge)

1. Well today we will be dissecting squid. Our squid keeping inking but we do not know where it is coming from! Can you help find out where the ink comes from and if squids are vertebrates or invertebrate because not just anyone can ink!

2. Start this activity by passing out worksheets for each student. On the worksheets it gives the students directions of what to do. Read through the word box with the students as they follow along with their finger.

ENCOURAGE:

3. Now pass out the supplies and begin allowing the students to read the worksheets out loud to their partners. Allow time for them to write and draw as they discover the different parts of the squid. (Gardner's Bodily-Kinesthetic) (Gardner's Visual) (Bloom's Knowledge)

4. After looking at the outside of the squid, the students are now encouraged to open it up! Allow the students to cut the squid open using the scissors. Allow them to interact with their partners about where the ink comes from and if it is a vertebrate or invertebrate. STOP! There is a stop sign at the end of this page encouraging the students to wait for the teacher. (Bloom's Knowledge) (Gardner's Bodily-Kinesthetic) (Gardner's Visual)

ENGAGE:

5. Now the teacher begins interacting with the students instead of just offering help with words and the worksheet when needed. Follow the directions on the rest of the worksheet. Student's no longer need to fill anything out, but rather listen and complete the dissection. (Gardner's Bodily-Kinesthetic) (Gardner's visual)

Closure: After all the directions are read, the students will have found the ink and the pen. Tell the students that the pen is the only bone in the squid's entire body. Is a squid a vertebrate or an invertebrate? (Bloom's Knowledge)

7 **Adaptations/Enrichments:** For an adaptation, the students can experiment by having a squid pre-cut for them. The students can draw a picture of the squid before and after they cut it open. The word back words may be used as spelling words that week.

**Self-Reflections:** Did the students correctly participate within the lesson and follow the directions? Did they understand a squid is the way it is? Did the lesson challenge the students at a different level of thinking? Did my adaptations help the students learn the information on a different level? What can I do differently the next time I teach this lesson to further engage the students?

Word Box:

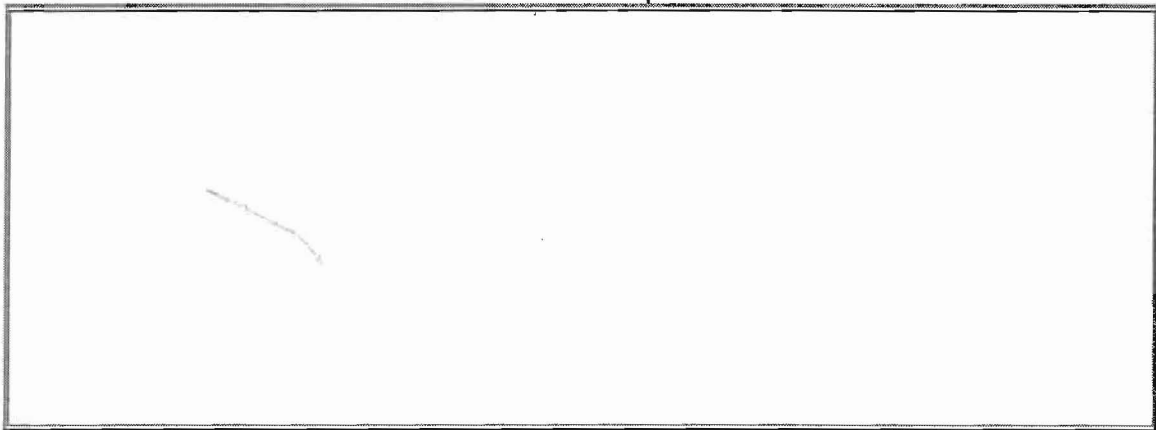
water jet	tentacles	arms	eyes
body	jaws	fin	mouth
belly	squid		

Name: \_\_\_\_\_

The Body:

1. Locate the water jet. The water jet is found on the **belly** side of the squid. The **belly** side is more white then the rest of the squid's body.
2. The tentacles and arms are on the head of the squid.  
Can you find these? What is different?
3. Find the two eyes on the head of the squid.
4. Locate the body. The body has a fin. Can you find it?
5. Touch the tentacles.  
Feel inside the mouth.  
The jaws can be felt inside the mouth.

Draw the squid.



6. Find the water jet.

Take the scissors and cut from the legs to the top.

**Look inside!!!**

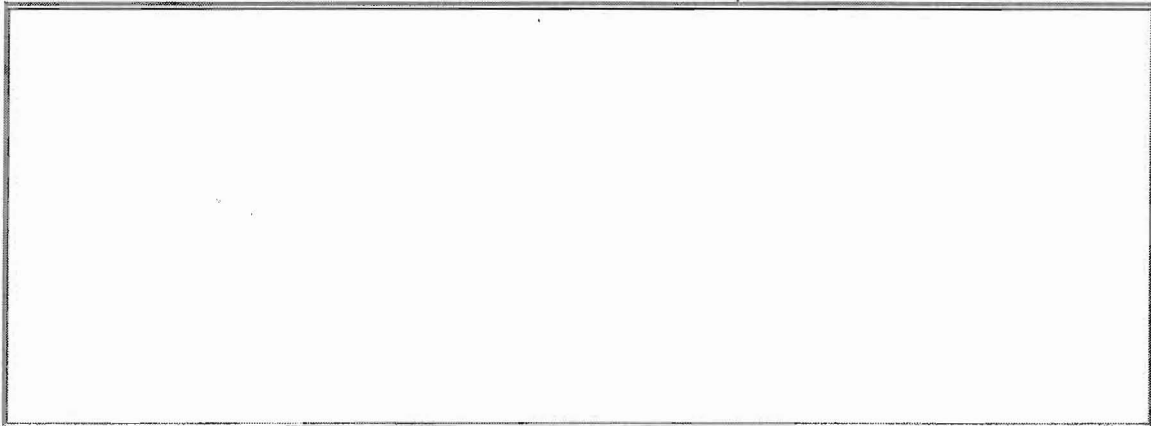


**WAIT FOR THE TEACHER!**

### Inside the Body:

1. Find the inksac, this is a small dark sac near the water jet.
2. Find the esophagus, this is best found by looking into the mouth and seeing where it leads, use a finger to feel inside the mouth.
3. Find the stomach by following the esophagus.
4. Find the hard point at the end of the fin. Pull it up to take it out. This is called the pen.
5. Take the pen and poke the inksac until it breaks.

Write with the ink and pen!



Name: \_\_\_\_\_

**Directions:** Write the word of what each line is point to on the line. Cross each word out when you are done using it.

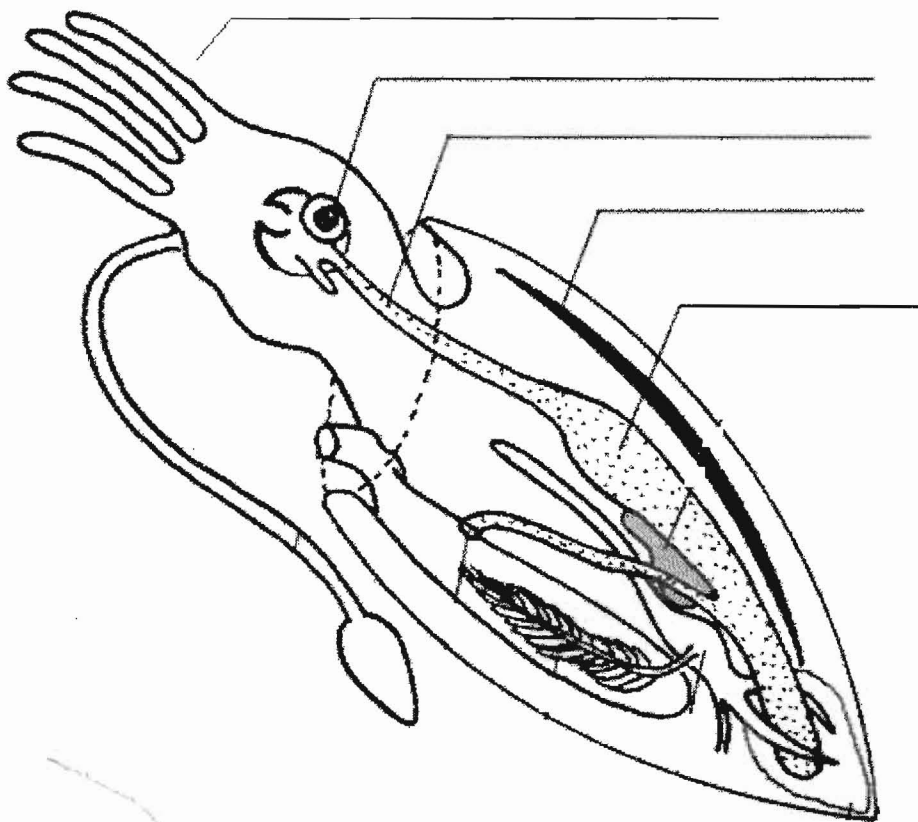
Legs and arms

Pen

Stomach

Eye

Esophagus



9/4/95