

INDIVIDUAL STRATEGY SCENARIO

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STRATEGY: Frames Type II

CONTENT: Sea Life

TITLE: Under the Sea

TIME REQUIRED: One hour for five days

NUMBER OF PARTICIPANTS: 24

TARGET AUDIENCE: Average Second Grade Students

GOAL OF ACTIVITY: To allow the students to compare/contrast ocean animals and then classify them according to type (mollusk, crustacean, fish, echinoderm, cnidaria, or mammal).

GOAL OF SCRIPT: Students are knowledgeable about the various land animal life such as mammals, reptile, birds, and amphibians, but are not exposed to the various animal life that exists within the ocean. This will help them understand the similarities and differences between mollusks, crustaceans, mammals, and fish so that they will be able to classify an ocean animal.

LEARNING OUTCOMES: (Gagne's Taxonomy): Intellectual Skills, Cognitive
Strategy, Verbal Information

LEARNING OUTCOMES: (Bloom's Taxonomy): Knowledge, Comprehension,
Application, Analysis, Synthesis,
Evaluation

LEARNER CHARACTERISTICS: These are average second grade students with little

knowledge of ocean life.

ENTRY SKILLS: None

SETTING: School Computer Lab

MEDIA: 12 Computers for making frames and typing in slots (students working in pairs)

6 Printers (1 per 2 computers)

Floppy Disk (1 per each pair of students)

Overhead Projector with the names of several sea animals written on it.

PROCESS:

1. The teacher will teach a lesson on ocean animals and the characteristics of the various types of ocean animals.
2. The teacher will guide the students in using the computer to create a frame.
3. The students will label the ten rows with names of the ocean animals from the overhead list.
4. The students will label the ten columns as vertebrate/invertebrate, endoskeleton/exoskeleton, enclosed in a shell (yes/no), lungs/gills, how they reproduce (eggs /live birth), how they swim, how they catch prey, how they eat, one physical characteristic (here the student will name a general physical characteristic of their choice that is indicative of a particular phyla such as: has hair, has scales, has antenna, radically symmetrical, etc.), and type of sea animal.
5. The learner will plot the general characteristics information in the appropriate slots.

6. In the final slot, "Type of Animal" the learner will determine the type of animal each sea creature listed based on its general characteristics.
7. Each day the students will save their work on a floppy disk. They will continue to work on this project until complete, or for five days.
8. Once the assignment is complete, the students will print the frame for use in the classroom and to turn in for grading.

STRATEGY ASSESSMENT: Completing the slots with the various ocean animal's general characteristics allows the students to visually compare and contrast each animal, thus allowing the students to process the information and determine which classification (mammal, crustacean, mollusk, echninoderm, cnidaria, or fish) is most appropriate.

REFERENCE:

Marine Life Classification

<http://www.projects.edtech.sandi.net/dailard/classification/classification.html>