



Lesson Schedule

TOPIC C: FORM AND FUNCTION
WEEK-LONG LESSON SCHEDULE



THE AQUARIUM OF WESTERN AUSTRALIA

SEA FOR YOURSELF

	Day 1 (after excursion)	Day 2	Day 3	Day 4	Day 5
Literacy	Group discussion about the unique features of different animals that they met at AQWA. Students listen for and share key points.	Read: Inky the octopus by Erin Guendelsberger. ISBN: 978-1-4926-5415-8 True stories of octopuses that have escaped from their exhibits and lots of fun facts about the unique features of octopuses.	The creature they have created is now on exhibit at AQWA! Students need to create a sign that will go next to the exhibit. The sign needs to let people know how it moves and what makes it special. It also needs to include a title, a picture of the animal, and a close up of one of its special features. Students then present their work to the class/other year groups. STEM **STEM element – Technology – use of digital camera to take image.		
Science Investigation STEM	Shark Senses investigation (lesson plan supplied).	Shark Designer activity (lesson plan supplied).			Become an Imagineer activity (lesson plan supplied).
The Arts	Music and movement: Work in groups to create new words to the tune of the song: baby shark. Base your lyrics on the features of an animal you saw at AQWA. Create actions to go with the lyrics, then perform your song to the class.	Art: Create a Creature activity (lesson plan supplied).	Art: Box construction – can students turn their drawing into an object? STEM **STEM element – Engineering element.	Art: Students create a habitat for their creature. Students then combine their creature, sign and habitat into an exhibit.	
Outdoor Investigation				Draw a map showing the route from your classroom to the classroom of the year group you are inviting to see your exhibits.	Use your map to direct students to your exhibits.

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Maths STEM	Animal symmetry – students draw lines of symmetry on these marine creatures: jellyfish, shark, fish, lobster, octopus and starfish.	You are in charge of all of the Ocean Guides at the aquarium. Create a schedule of talks and write the time that these talks will be: <ul style="list-style-type: none"> • on a clock face; • on a digital clock; and • in words. If each talk goes for a quarter of an hour when will the talks finish?	Using the AQWA map, write/ describe to your buddy directions from: <ul style="list-style-type: none"> • the entrance to the sharks; • the jellyfish to the touch pool; • the sea snake to the marina; and • the crocodile to the nearest toilets. If I am at the clownfish, where is the nearest place I can sit down? What exhibit area is the sea snake in? What about the octopus?	The sharks are fed 2 kg of food a day. If they get half of their food in the morning, and then a $\frac{1}{4}$ of their food in the afternoon, how much food (in grams) is left to feed to them at night?	Work in pairs to create a list of items for sale in the aquarium gift shop. How much is each item? Take turns – you have \$20 to spend at the aquarium gift shop. Choose what you would like to buy, add up the cost of the items, and work out the change you would receive.
HASS	Brainstorm with students on the different marine environments seen at AQWA and describe what made them different to each other. Create a KWL chart of what students know and want to learn. Over the week, investigate each topic and record what they have learned (HASS questioning and researching WAHASS26). You can organise a visit from AQWA's Education Manager to answer your students' questions by emailing sasha@aqwa.com.au				

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