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Brine Shrimp Anatomy: Introductory Lesson

Abstract: During this lesson, students will make a model of what a brine shrimp looks like. Students will make observations about the different materials they have and what it might do to help a brine shrimp survive. They will record this information on a recording sheet provided for them. Students will learn the basic anatomy of a brine shrimp and what each appendage does to help it live.

Grade Level: 3rd Grade

Utah Elementary Core Curriculum Standards:

STANDARD: [3030 - 01](#)

Students will explore ecosystems and discover relationships among living organisms and the nonliving world.

OBJECTIVES:

3030-0101

Compare and contrast similarities and differences of various habitats.

- Observe and describe a variety of habitats.
- Distinguish living and nonliving elements of different habitats.

3030-0102

Identify the relationships among living organisms in a habitat.

- Identify consumers, producers, and decomposers.

In-class instructional time: 20 minutes

Terminology:

Compound eye
Media eye
Food groove
Swimming and feeding apparatus
Egg sac

Intended Learning Outcomes:

- Students will analyze the anatomy of a brine shrimp
- Students will predict what each appendage does to help the brine shrimp stay alive.
- Students will create a model of a brine shrimp

Background Knowledge:**Materials:**

Science Journals

Toilet paper rolls

Black small pom-poms, pipe cleaners with long hair on them, red yarn, glue, netting, elastic bands

Microscopes (dissecting or compound)

Prior Knowledge Assessment:

In their Science Journals, they are to write down what they know about brine shrimp and draw a picture of what they think a brine shrimp looks like. A discussion will follow of what the students predicted. This will give the teacher an idea of their experiences with brine shrimp.

Procedure:

1. After assessing the students' by looking their predictions and discussing what they wrote in their Science Journals, each student will have a chance to view a brine shrimp under a microscope.
2. When each student has looked a brine shrimp, they will revise their drawing of the brine shrimp base on their observations.
3. Each student will assemble a model of a brine shrimp based on the model provided and the students' revised drawings.
4. As the students assemble the models, the terminology will be introduced, and there will be a discussion of the anatomy and the brine shrimp's habitat.
5. Each student will repeat the terminology during the discussion.
6. After completing the models, the questions will be posed, "Does this model look like the brine shrimp in the microscope?" Discuss the differences between the real brine shrimp and the model.

Closure/Assessment:

To bring closure to the lesson, there will be a review of the terminology. An overhead of a brine shrimp will be used along with cards with the various names of the appendages. The students will match the cards to the appendages. The students will also discuss how the appendages assist in the feeding process. Each student will get the chance to clarify where an appendage is located.

The model of a brine shrimp will also be assessed. The students will also have a chance to role-play how a brine shrimp swims and feeds by using demonstrating with the model.