

Living Coast Discovery Center Field Trip Resource Packet

Crawling Crabs

In this packet you will find lessons and resources related to your Living Coast virtual field trip. The first two activities are intended to bookend your virtual trip, followed by additional resources.

Career Focus: Marine Biologist

I specialize in studying organisms that live in bodies of water. I conduct inventories of species, test and monitor sea creatures' exposure to pollutants, collect and test ocean samples, preserve specimens and samples of unknown species and diseases and map the distribution, range and movements of marine populations.

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Other Resources

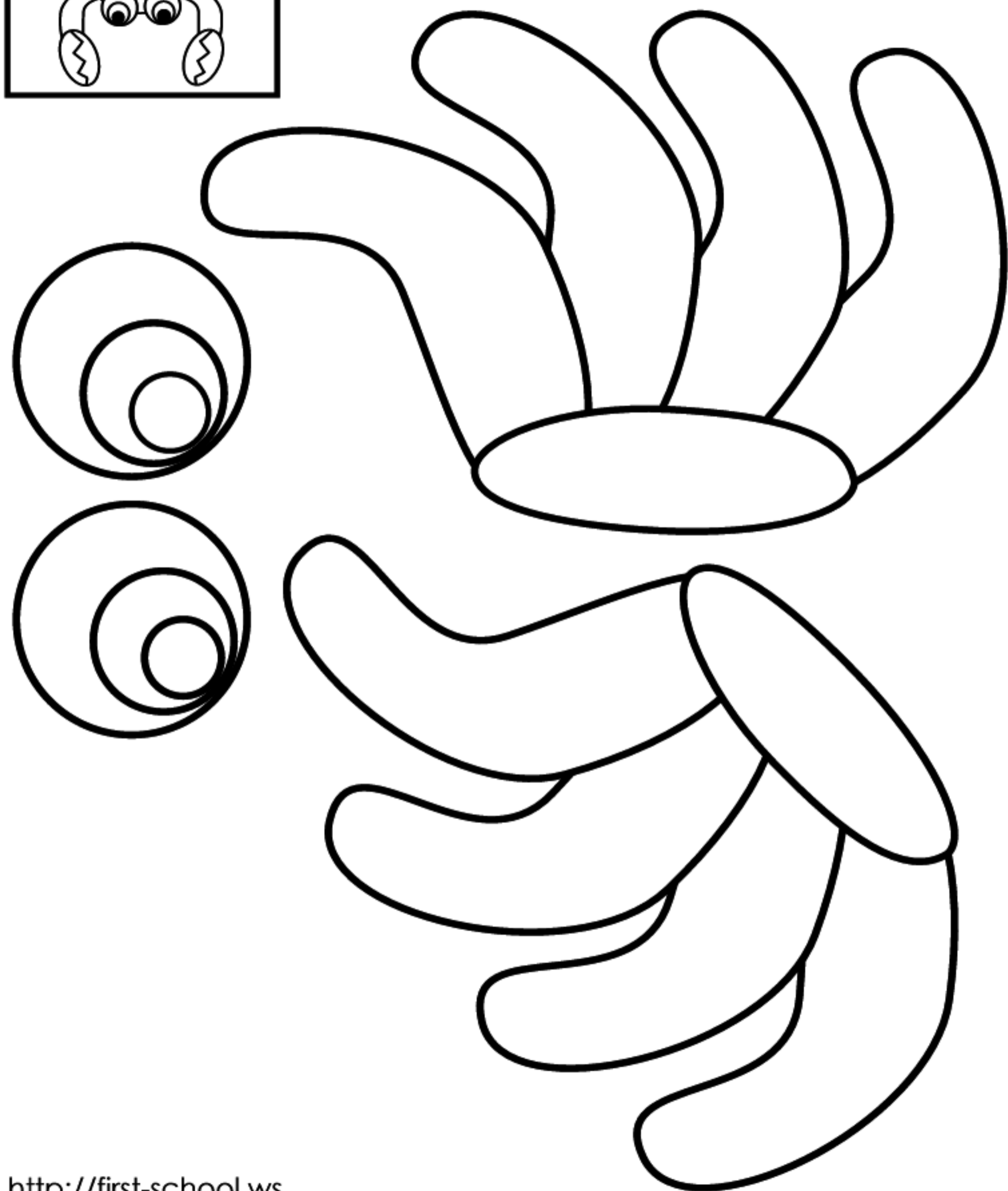
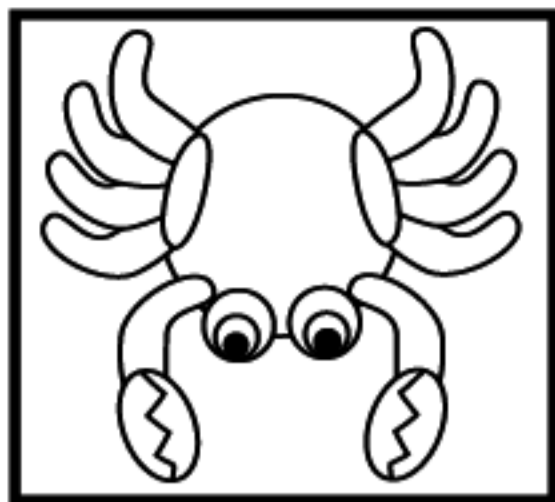
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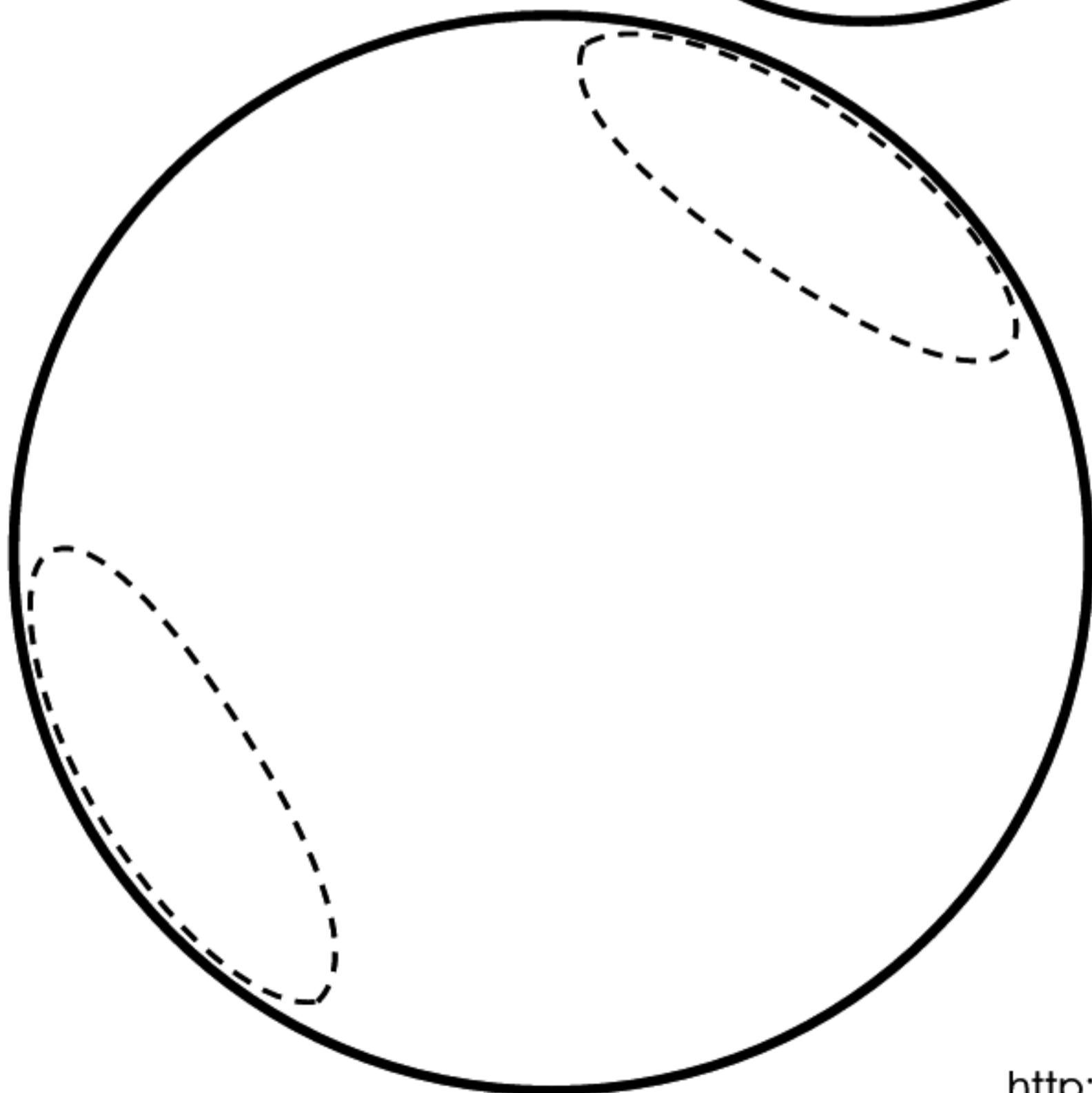
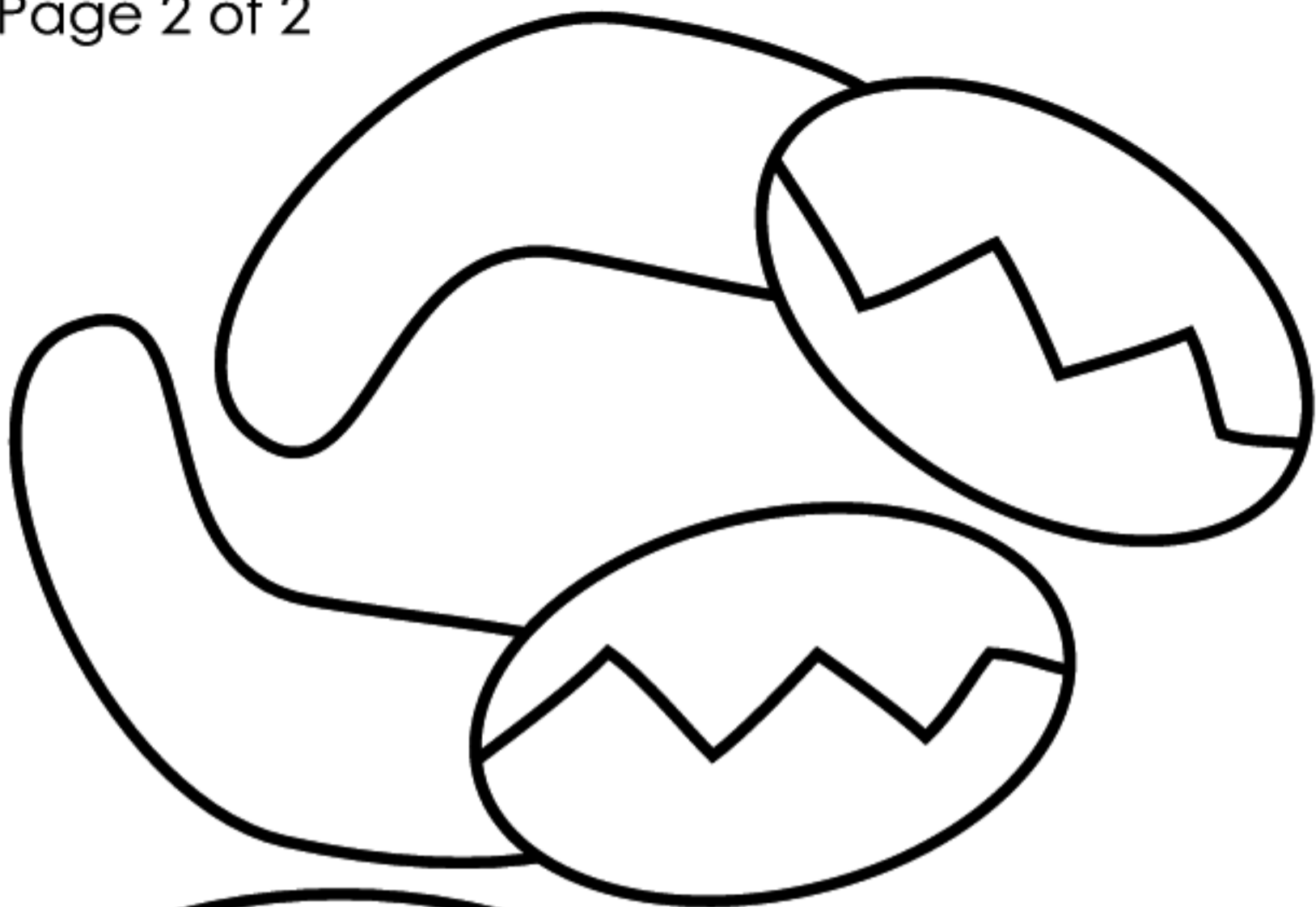


Build a Crab

Students can color, cut out, and glue the attached template to build their own crab! As they work, ask students to count the numbers of legs, eyes and chelipeds on their crabs.

Worksheets:





Crab Review

Lesson Objectives:

- Students will be able to describe the molting pattern of a crab
- Students will be able to identify the number of legs a crab has
- Students will be able to describe what a crab eats

Standards:

- **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.
 - **LS1.C.** All animals need food in order to live and grow. They obtain their food from plants or from other animals.

Materials:

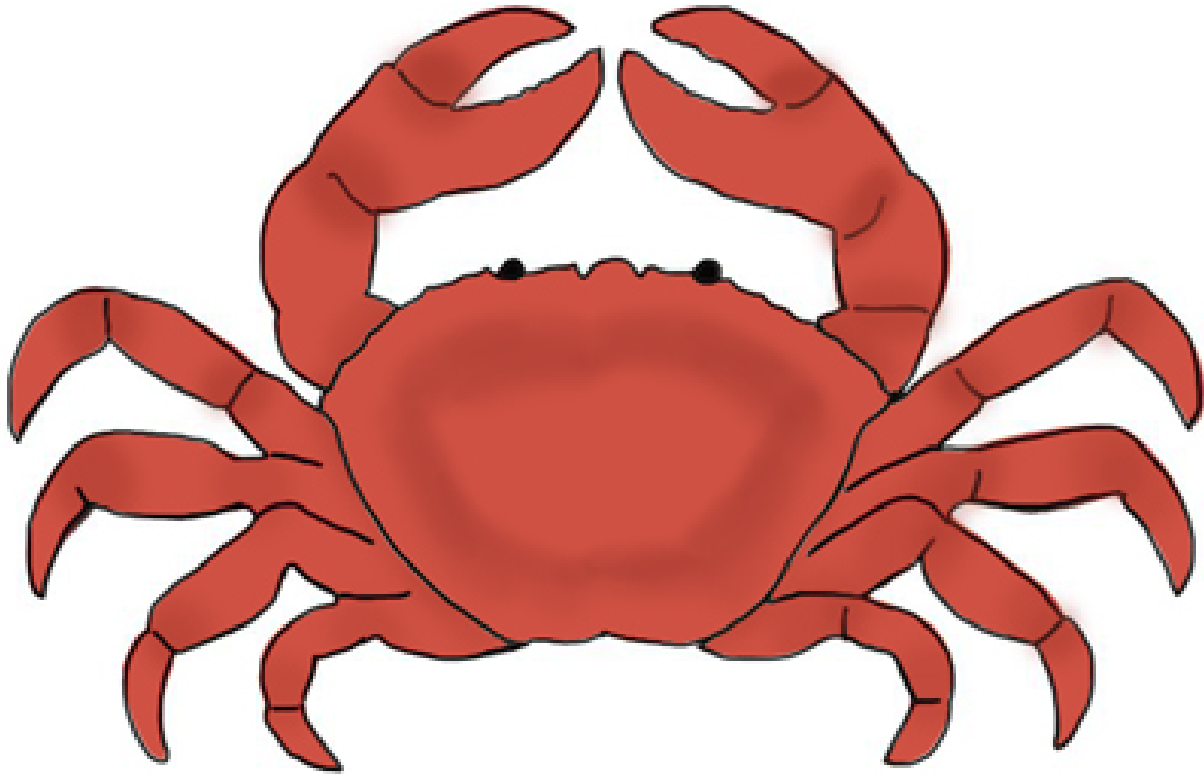
- Crab Review Worksheets

Outline:

Discuss the field trip with the class – their favorite parts, the animals they saw. Ask if they remember how a crab grows – molting! How come crabs have to molt – their exoskeleton is hard and not stretchy so they need to make a bigger one to grow. Have them do the “molting dance” they learned on the field trip. Students can complete the attached Crab Review Worksheet to help them remember the information they learned on their trip.

Worksheets:

CRAB REVIEW



1. How many total legs do crabs have? _____

2. How do crabs move? Forward/Back or Sideways

3. What is the covering that protects a crab called? _____

4. Describe the pattern of how a crab grows.

5. What do crabs eat? _____

Crab Chant

chant to the military cadence "Sound Off"

Crabs walk sideways, don't you know?
Moving ten legs to and fro.
It helps them to look around,
In case predators can be found.

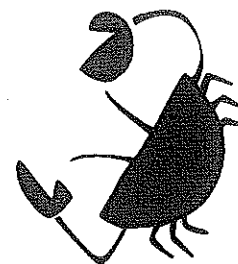
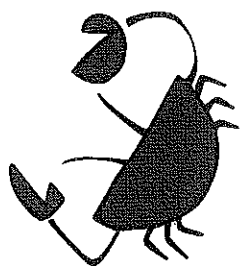
Some crabs dig holes in mud or sand,
They live in water or on land.
Under rocks others do hide,
Their flat bodies are ever so wide

They have two legs to help them grab.
Food is what they hope to nab.
They look like hands that open and shut
Some are sharp enough to cut.

They're the ones they use to pinch,
Listen to their name, it's a cinch.
*Chelipeds, chelipeds, yes that's right!
Chelipeds, chelipeds, what a sight!

*kel' i peds

(This rhyme may be glued to the back of the crab craft.)



My Crab Song
sung to "It's a Small World"

I'm a small crab in the sea
Covered by a shell on me
I have 10 legs as you can see
I'm a small shore crab

Sorting Animal Coverings Game

After your students have watched the Crawling Crabs virtual program they can practice sorting animals based on their body covering.

Lesson Objectives:

- Use the body coverings of different animals to sort them into different categories.

Standards:

- CCSS.ELA-LITERACY.L.K.5.A: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- CCSS.MATH.CONTENT.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Materials:

- PDF of Activity Worksheet
- Answer key (for teacher)

Worksheets:

Directions: Cut out the pictures of animals below and paste them into the correct animal covering category. Then answer the follow up questions below.

Marine Biologist: _____

Scales

Fur

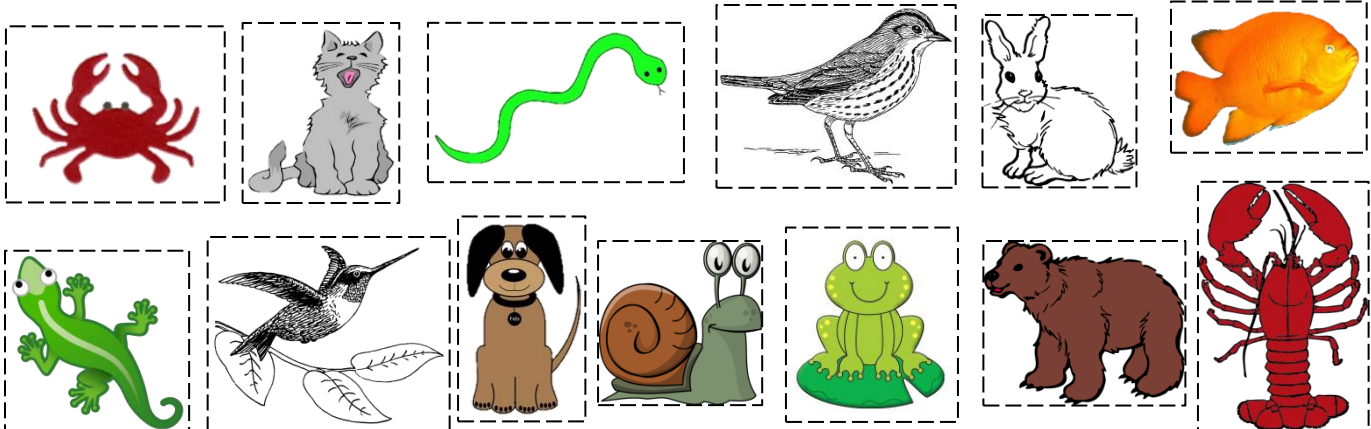
Exoskeleton/
Shell

Skin

Feathers

Questions:

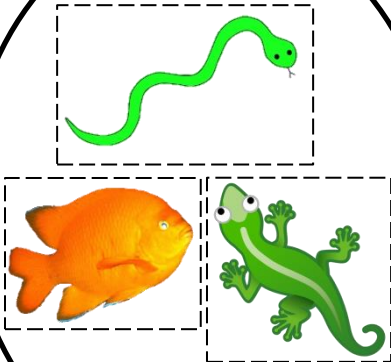
1. What category has the **most** animals in it? _____
2. What category has the **least** animals in it? _____



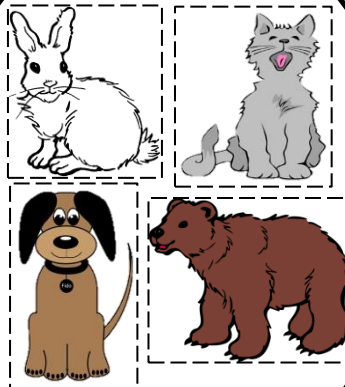
Directions: Cut out the pictures of animals below and paste them into the correct animal covering category. Then answer the follow up questions below.

NAME: ANSWER KEY

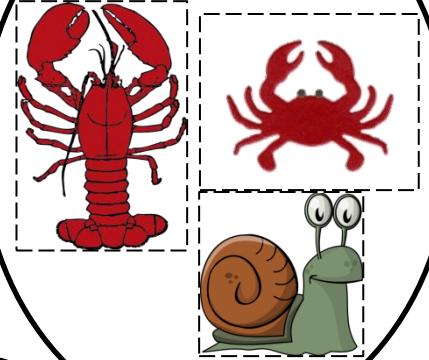
Scales



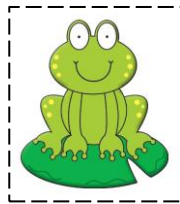
Fur



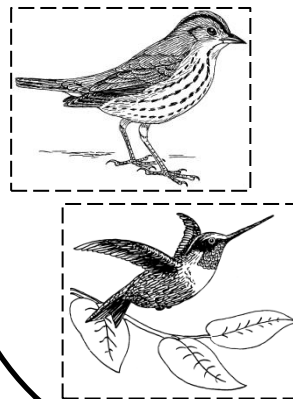
Exoskeleton/
Shell



Skin



Feathers



Questions:

1. What category has the **most** animals in it? FUR
2. What category has the **least** animals in it? SKIN

Useful Links

I-Spy style activities do do using Monterey Bay Aquarium's live cams

<https://www.montereybayaquarium.org/for-educators/curriculum-and-resources/games-and-activities/be-a-sea-searcher>

Do-at home Tidepool Curriculum

https://montereybayaquarium.thinkific.com/courses/tidepool-scientist?_ga=2.136602992.1126950030.1588113637-515004903.1587766405

Crab Dance Video

<https://youtu.be/9NGa0MDxnOE>

Continue learning about lifecycles from pbs kids

<https://ca.pbslearningmedia.org/resource/nat36-int-butterflylifecycle/butterfly-life-cycle/>

Crabs come in all shapes and sizes. See scientist studying the horseshoe crab!

<https://oceanoday.noaa.gov/horseshoecrabspawning/>