Build a Jelly

Auditorium Program for Grades 3-5

They are spineless, brainless and heartless, but jellies still have the ability to travel thousands of miles, feed, defend themselves and reproduce. Students learn how these feats are accomplished by becoming the parts of a jelly that swims, stings, eats and excretes!

Lesson: Learn jelly anatomy, simple physiology and natural history. Learn that inland water sources are connected to the world ocean and affect water quality there.

Conservation Message: All life on Earth exists as a part of an ecosystem.

Curriculum Objectives:

Tennessee students will apply the following **Science Curriculum Performance Indicators:**

- The students will identify the function of specific plant and animal parts.
- The students will recognize how plants and animals interact with each other in their environment.
- The students will identify ways that organisms affect their environment.
- The students will predict the effects of human actions and/or natural disasters on the environment.

Georgia students will apply the following **Science Performance Standards**:

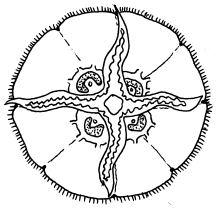
- Students will recognize the effects of pollution and humans on the environment.
- Students will identify factors that survival or extinction of organisms of behaviors (hibernation) and external features (camouflage and protection).
- Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.

Alabama students will apply the following **Science Course of Study Content Standards**:

- Describe the interdependence of plants and animals.
- Classify animals as vertebrates or invertebrates and as endotherms or ectotherms.
- Describe the relationship of populations within a habitat to various communities and ecosystems.

Additionally, all students will apply the following **National Science Education Content Standards**:

- Develop an understanding of the characteristics of organisms.
- Develop an understanding of organisms and their environment.
- Develop an understanding of regulation and behavior.
- Develop an understanding of diversity and adaptations of organisms.



Build a Jelly

Activity Sheet

Fill in the blanks in the statements below.
Use each word from the vocabulary list only once.
Use the numbered letters to solve the mystery jumble at the bottom of the page.

1. A jelly uses its tentacles and __ __ __ __ (2) __ __ __ __ (8) to pull food to its __ __ __ __ __ (7) (4) located under the main part of its body.
2. The curved, main body part of a jelly is called the __ __ __ __ (15).
3. __ __ __ __ __ __ __ __ __ (3) and __ __ __ __ __ __ __ __ __ __ (11) (1) are both names for the cell that shoots out the jelly's stinger.
4. The spear-like thread that stings the jelly's prey is called a __ __ __ __ __ __ __ __ __ __ (14) (17).
5. The jelly-like substance that gives the jelly its name is really called __ __ __ __ __ __ __ __ (12).
6. A jelly's cnidoblasts are located on its __ __ __ __ __ __ __ __ __ (5).
7. The tiny, floating plants and animals that are food for many kinds of jellies are called __ __ __ __ __ __ __ __ (9) (16).
8. Because it has no spine, a jelly is classified as an __ __ __ __ __ __ __ __ __ __ __ __ (10).

PLANKTON	BELL	CNIDOBLAST	CNIDOCYST	TENTACLES
INVERTEBRATE	ORAL ARMS	NEMATOCYST	MESOGLEA	MOUTH

__ (1) __ (2) __ (3) __ (4) __ (5) J (6) __ (7) __ (8) __ (9) __ (10) __ (11) __ (12) J (13) __ (14) __ (15) __ (16) __ (17)!

Answers can be found on the Tennessee Aquarium Education Department's website
http://www.tnaqua.org/Education