

# Aquaria Station Support Sheet: K-2nd

## Objective:

Choose at least two animals from the tanks to compare and contrast.

## Helping the students with observations:

As a group choose two animals from the tanks to compare and contrast.

Ask them:

1. “How are these animals the same?”
2. “How are these animals different?”

Help them make these observations, for example if the students choose an anemone vs. hermit crab ask them questions like:

- Do they move? Yes = mobile, No= sessile
- Hard body? Or Soft body?
- Eyes? Or no eyes?
- Plant? Or Animal?
- Does it have a backbone? If not = invertebrate
- What do they eat?

Can also be simple questions like: What color is it? How many legs does it have?

If you are able to compare more animals do! **But please make sure you leave enough time to re-state and reiterate the similarities and differences discussed before moving on to other animals and before rotating.**

## Tools to utilize:

- **Hand lens** (put microscopes away for this age group)
- **Diagrams of important anatomical features (such as the nematocyst)**
- **Shells**

# Aquaria Station Support Sheet: 3rd-5th

## Objective:

Choose at least two animals from the tanks to compare and contrast. This comparison should include a list of the animals' prey, predators, and habitat.

## Helping the students with observations:

Assist the students in making simple comparisons between animals in the tanks. For example if the student chooses an anemone vs. hermit crab ask them questions like :

1. Do they move? Yes = mobile, No= sessile
2. Hard body? Or Soft body?
3. Eyes? Or no eyes?
4. Plant? Or Animal?
5. Does it have a backbone? If not = invertebrate
6. What do they eat? How do they eat?

Ask the students to make a hypothesis (educated guess) about where the animals live, what they eat, and what eats them by thinking about what the animals look like and what they are doing in the tanks. After they have tried to guess you can give the students the answers, **but it is best for them to learn how to use observations to make predictions.**

## Tools to Utilize:

- Hand lens
- Diagrams of important anatomical features (such as the nematocyst).
- Field guides (have prey and habitat information)
- Shells
- Microscopes and slides

# Aquaria Support Sheet: 6th-8th

## Objective:

Discuss how the organisms in the tanks interact with one another. And explore how humans can affect these relationships.

After you have identified the organisms in the tanks with the students, have a group discussion about how these organisms are connected. May help to start with one species and make a more linear web (For example: Barnacle is connected to the anemone because they share habitat, the anemone is connected to the opalescent nudibranch because the nudibranch is the predator of the anemone.) After making connections between the organisms in the tanks discuss **“how can humans affect these relationships?”**

## Example questions to stimulate responses:

- How could the relationship between a barnacle and an anemone (who share habitat) be affect by visitors to Haystack Rock?
- What about pollution? Are there any specific pollutants that may affect specific relationships?
- How could taking Sea Stars affect the intertidal (could talk about the idea of Keystone Species).
- What can people do to positively affect these relationships?

## Tools to Utilize:

- **Hand lens**
- **Diagrams that may illustrate important connections.**
- **Field guides** (have prey and habitat information)
- **Shells**
- **Laminated food web or laminated plankton/diatom photo**
- **Microscope and slides** (maybe pertinent to use diatom slide - base of food web)

# Aquaria Support Sheet: High School

## Objectives:

Discuss at least two different intertidal phyla that are represented in the aquaria tanks, and important anatomical features that lead to their classifications.

(\*Note a phylum is a group of organisms that share common characteristics)

**★ Use the laminated “Important Intertidal Phyla” sheets. But please do not let the students use these! They can use other resources for help.**

Allow the students to have the first 5 minutes for investigation. Have them help each other and use the resources such as field guides to complete their task. Use the remaining time to answer questions and to discuss interesting observations.

## Tools to Utilize:

- “Important Intertidal Phyla” sheet
- Hand lens
- Diagrams of important anatomical features (such as the nematocyst).
- Field guides (have prey and habitat information)
- Shells
- Microscopes and Slides