

Visiting the Alabama Aquarium

For the Teacher - Grades K-2

Before your visit:

1. First-timers:

Teachers may want to preview the Alabama Aquarium before bringing students. Contact our scheduling coordinator at (251) 861-2141 x7511 or schoolvisit@disl.edu for more information or a free teacher's pass.

2. Student Activities:

- Discuss *habitat* and the importance of different components of habitats (food, water, shelter, space).
- Discuss *estuary* and the importance of estuary habitats.
- Discuss the diversity of ocean life.
- Discuss ways animals eat, move, and protect themselves.
- Cut out a variety of generalized body shapes of ocean animals. Have students compare and contrast various shapes in the oceans.

3. Student Vocabulary: discuss the following terms.

invertebrate vertebrate reptile fins gills invasive species

antenna

4. Handouts:

Make copies of the attached activity for your students to complete while visiting the Alabama Aquarium.

During your visit:

Complete handout.

After Your Visit:

1. Review the diversity of marine life.
2. Encourage your students to participate in a community or school project. Projects could include making a wildlife area at your school, recycling cans, or picking up litter.

K-2 AI Course of Study Objectives addressed at the Alabama Aquarium

Science

- K
- 6.) Compare size, shape, structure, and basic needs of living things.
 - Identifying similarities of offspring and their parents
 - 7.) Classify objects using the five senses.
 - Grouping objects according to color, shape, size, sound, taste, smell, texture, and temperature
 - 8.) Identify features of Earth as landmasses or bodies of water.
- 1st
- 1.) Select appropriate tools and technological resources needed to gather, analyze, and interpret data.
 - Examples: platform balances, hand lenses, computers, maps, graphs, journals
 - 2.) Identify basic properties of objects.
 - Examples: size, shape, color, texture
 - 4.) Describe survival traits of living things, including color, shape, size, texture, and covering.
 - Classifying plants and animals according to physical traits
 - Identifying developmental stages of plants and animals
 - Describing a variety of habitats and natural homes of animals
 - 6.) Recognize evidence of animals that no longer exist.
 - 7.) Identify components of Earth's surface, including soil, rocks, and water.
 - 9.) Identify ways to conserve Earth's resources.
 - Example: turning off lights and water when not in use
 - 10.) Describe uses of recycled materials
- 2nd
- 6.) Identify characteristics of animals, including behavior, size, and body covering
 - Comparing existing animals to extinct animals
 - Examples: iguana to stegosaurus, elephant to woolly mammoth
 - Identifying migration and hibernation as survival strategies
 - 7.) Identify geological features as mountains, valleys, plains, deserts, lakes, rivers, and oceans.
 - Identifying local landforms and bodies of water
 - Identifying components of soil, including sand, clay, and silt
 - 8.) Identify evidence of erosion and weathering of rocks.

To be done at the Alabama Aquarium

K -2nd Grade Activity Answer Sheet

Answers are in bold.

K-2nd Grade Activity

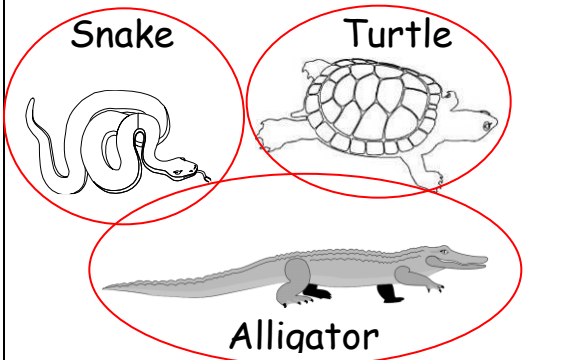
Name: _____

Before the Delta

What is the big animal hanging in the entry? a mosasaur

Mobile-Tensaw River Delta

In the freshwater habitat of the Mobile Delta, you might find these reptiles. Circle the ones you see. Answers might vary.



Find the gar in the Cypress Swamp tank. Draw 5 fins on the fish below:



Draw an arrow to the gills.

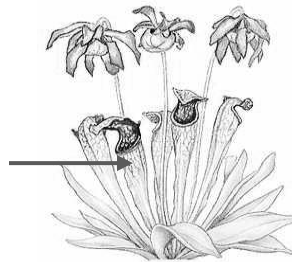
What do gills do?
Circle your answer below.

Help the fish swim.

Help the fish breathe.

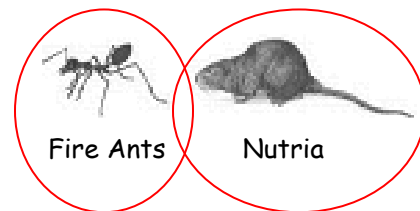
What is this part of the pitcher plant for? Circle your answer.

Trapping bugs



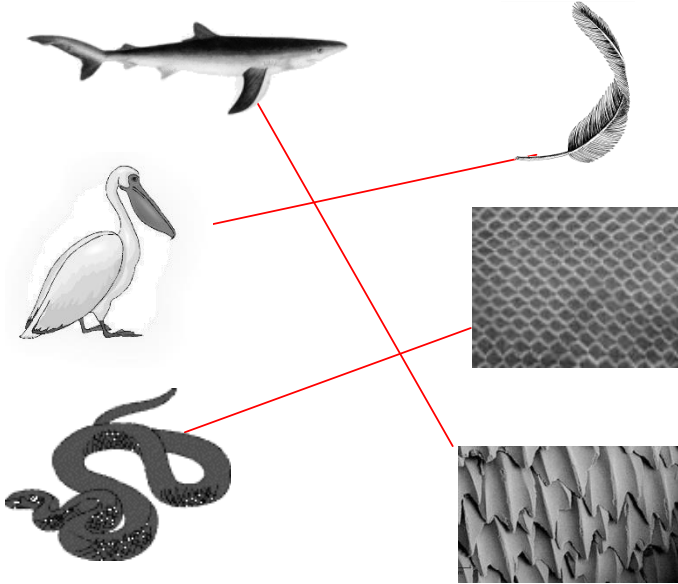
Collecting water

Circle the invasive animals found in the Mobile Delta.

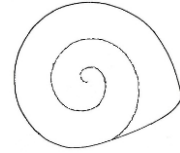


Mobile Bay Estuary

Draw lines from each animal to its body covering. Visit the [touch table](#) for help.



Draw a snail shell and a clam shell. [touch table](#)



snail shell

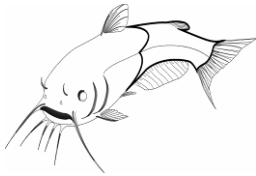


clam shell

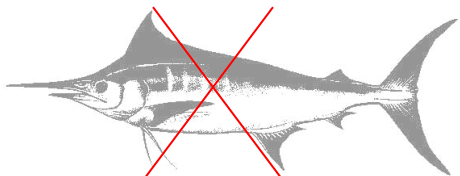
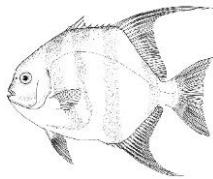
Circle the one that is more like an oyster shell.

Look in the large [Mobile Bay tank](#). Put an X on the fish not found in this tank.

Catfish

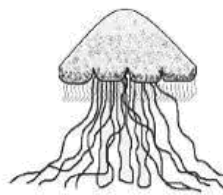


Spade fish



Marlin

Which is a fish? Circle the fish.



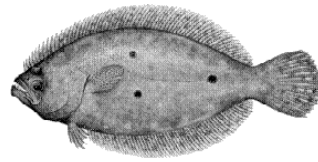
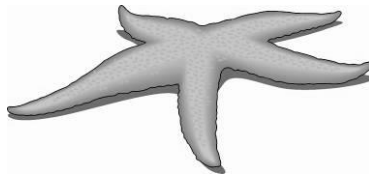
Dauphin Island – Protective Barrier

In the *Surf Zone tank* what animal is hiding in the sand?

Draw your answer below.

Answers might include

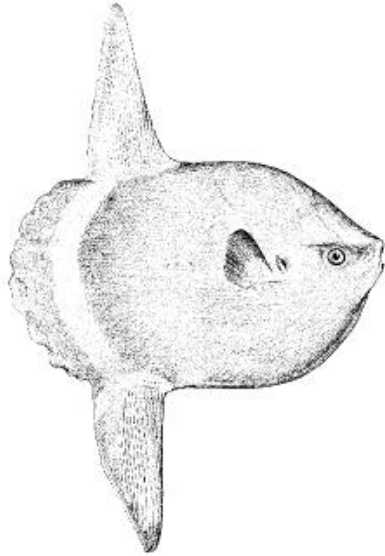
Seastar



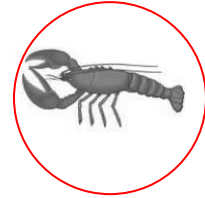
Flounder

Northern Gulf of Mexico

Draw the *Mola mola*. It is the big fish hanging above the Gulf of Mexico tank.



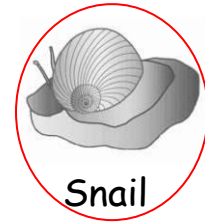
Some animals use antennae for sensing. **Circle the animals with antennae.**



Which animal made its shell? **Circle the answer.**



Hermit Crab

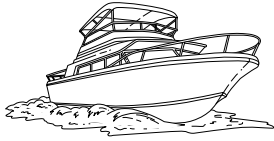


Snail

The Living Marsh Boardwalk

Circle the things you see while on the boardwalk.

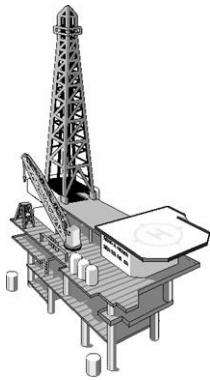
Answers will vary.



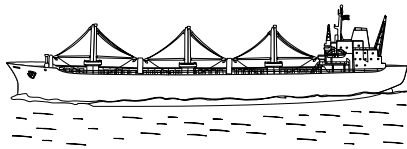
Fishing Boat



Shrimp Boat



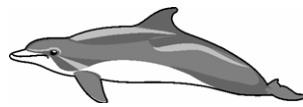
Gas Rig



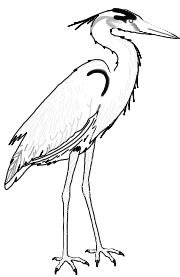
Cargo Ship



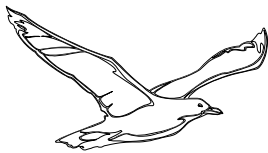
Ferry



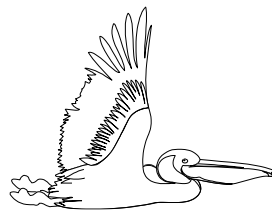
Bottle-nose Dolphin



Great Blue
Heron



Sea Gull



Pelican



Egret

Invertebrate Trail

In the space below, make a rubbing of your favorite invertebrate from the Invertebrate Trail.