

Growing Up Aquatic K-2

Program Description: How are animals visually different during the different stages of their lives? Students will investigate different life cycles with examples from our living collection. Additionally students will discover how organisms can be grouped based on different physical properties and reactions to light.

At the end of program, students can...

- Group animals based on physical features.
- Group animals based on similarities and differences in life cycles.
- Compare and contrast animals active in light versus animals active in dark.



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Background:

Animals can be described by what they look like, these are called physical features. Typically, animals are named for these features and the type of animal. For example: cownose ray. The rostrum of the ray looks just like a cow nose and it is a ray.

What to Know Before



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Growing Up Aquatic K-2

Write in the physical features of this animal:

Color: _____

Size: _____

Pattern: _____



Name the animal using the above descriptions: _____ shark



Write in the physical features of this animal:

Color: _____

Size: _____

Pattern: _____

Name the animal using the above descriptions: _____ jelly

Write in the physical features of this animal:

Color: _____

Size: _____

Pattern: _____



Name the animal using the above descriptions: _____ eel

What I Learned



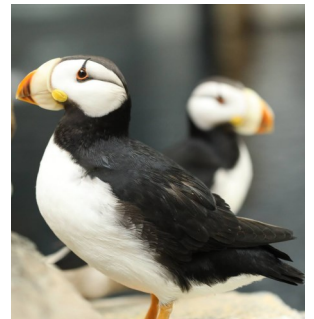
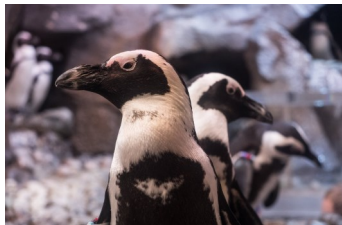
Growing Up Aquatic K-2

Circle in black all the animals that move around in the light.

Draw a line from the hatchling to the adult (two in total).

Put a blue check mark next to the animals that have carapaces or shells.

Circle in any color animals that can be grouped together, then explain why in the green box below.



Why can these animals be grouped? _____

What I Learned



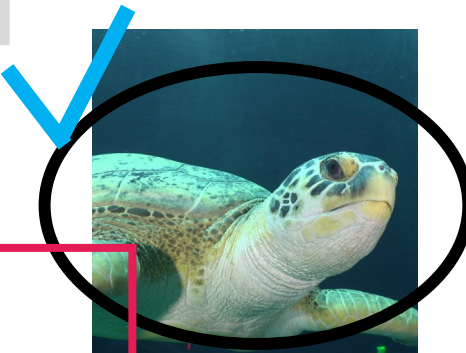
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ANSWER KEY

It is acceptable to not circle the turtle hatchlings, as they hatch and swim to the ocean at night!



Why can these animals be grouped? _____
