

WET LAB DOCK
COMMUNICATIONS SPECIALIST

“EVERY PICTURE TELLS A STORY” 6 points – 3 for each

1. You will document your experience aboard the Land SHARC by using the digital camera to take two photos of any of the Land SHARC docks.

2. Look around and find something you want to photograph.

3. Write a story about each photograph. Use complete sentences in your story. Think about who or what is in your picture. If a person is in your photograph, what is he or she doing? If a computer is in your photograph, what is on the screen? If a piece of equipment or an instrument is in your photograph, what is it used for?

FIRST PHOTOGRAPH

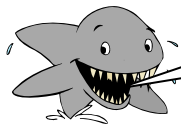
This is a photograph of _____ **Stories will vary.** _____

SECOND PHOTOGRAPH

This is a photograph of _____ **Stories will vary.** _____

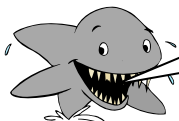
“SANDS OF TIME” 14 points – 2 for each drawing, 2 for each question

Not all sand is created equal! Sand from South Florida has shell pieces and sand grains in it while sand from other places may have only sand grains in it.



1. Look at the sand in Dish A under the stereoscope and draw what you see in the space below.

Sand grains will be uniform with no shell pieces in it.



2. Look at the sand in Dish B under the stereoscope and draw what you see in the space below.

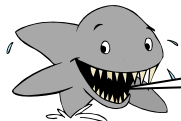
Sand grains will have shell pieces in it.



3. Which sand do you think is from South Florida? B

4. Give a reason for your answer to question 3. It has shell pieces in it.

Calcium carbonate (chemical formula CaCO_3) is found in living things such as clams and snails. Hydrochloric acid (chemical formula HCl) is used as a test for CaCO_3 . If hydrochloric acid is put on a substance with calcium carbonate in it, you will see bubbling. You are going to test two sand samples to see if calcium carbonate is present. One is from South Florida with many shell pieces in it. The other sample is quartz sand with no shell pieces in it.



Follow the directions on the table for the hydrochloric acid test and answer the questions. **PUT ON GOGGLES FOR SAFETY!**

5. Which test tube do you see bubbling? (Circle your answer)

(A) quartz sand

OR

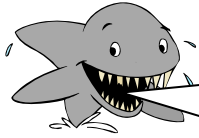
(B) South Florida sand

6. Which sand has CaCO_3 in it? B – south Florida sand

7. Where does the CaCO_3 in South Florida come from? from the shells which were once living



"WHO'S WHO IN THE OCEAN" 18 points - 2 for each drawing, 2 for each question



Choose any of the marine organisms (living things) and complete a marine data card for each. Questions are on the posters under the name of each marine organism.

MARINE DATA CARD	MARINE DATA CARD
Name of Organism _____ Draw the organism here. Drawing will depend on student choice. Write your answer to the question here. Questions and answers for each organism are below.	Name of Organism _____ Draw the organism here. Drawing will depend on student choice. Write your answer to the question here. Questions and answers for each organism are below.
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Definition of important terms are part of "Words to Know" lesson in pre-site packet.

Horseshoe crab – The horseshoe crab has 10 appendages. What is another name for appendage? **Leg**

Sea fan – Do you think this animal is mobile or sessile? **Sessile**

Starfish – Do you think the starfish's mouth is on the dorsal or ventral surface of its body? **Dorsal**

Octopus –The prefix "octo" means eight. Why is this marine creature called an octopus? **It has 8 legs.**

Pencil Urchin – How do you think this marine creature protects itself? **With its spines**

Coral – Do you think this skeleton is from a solitary or a colonial animal? **Colonial**

Fiddler crab – What is the difference between the male and the female fiddler crab? **The male has one large claw or the female body is larger than the male body.**

Barnacle – Do you think this animal is mobile or sessile? **Sessile**

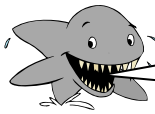


1. Marine biologists like to study interesting things about marine organisms. Pretend you are a marine biologist. Choose one of the organisms above. What would you like to find out about this organism? **Answers will vary.**



**WET LAB DOCK
MARINE BIOLOGIST**

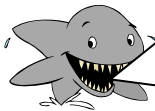
"SHARKS AND THEIR RELATIVES" 24 points – 2 for each drawing, 2 for the table, 2 for each question

Shark teeth can be triangular in shape with serrated (rough) edges or pointed in shape with smooth edges. The function of the tooth is determined by its shape.



Look through one of the plastic magnifiers on the table by holding it away from you and looking through the top until the teeth are in focus. Draw each one in the table below.

Triangular serrated tooth	Pointed smooth tooth
	



Using the shark jaw on the table, count the teeth in the first row of the upper jaw from left to right. Do the same for the lower jaw. Write these numbers in the first row of the table below.

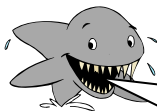
Put your finger on one tooth in the front row of the upper jaw. How many teeth are lined up behind that front tooth.? Do the same for the lower jaw and write these numbers in the second row.

Multiply the number of teeth from left to right by the number of teeth from front to back to calculate an estimate of the total.

	Upper jaw answers are approximations	Lower jaw answers are approximations
Number of teeth from left to right	29	32
Number of teeth from front to back	X 5	X 5
Total number of teeth in each jaw	145	160

- To calculate an estimate of the total number of teeth on both jaws, what math computation do you have to do? addition**
- What is the estimated total number of teeth on the jaw? 305 – based on numbers in the table**

Skates are related to sharks because they have skeletons made of cartilage, but their body shapes are different from a shark's body shape.



Marine biologists study how organisms are related to each other. Look at the skate and answer the questions to find out how they are related to sharks.

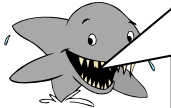



- Name one way a shark and the skate are similar. Both have skeletons made of cartilage**
- Name two ways a shark and the skate are different. shark is not flat, shark's mouth is not on bottom, a shark has different shaped fins, a shark's tail is not spine-like.**

**COMPUTER DOCK
MARINE BIOLOGIST**

“CORAL REEFS: LIVING COMMUNITIES” 22 points – 2 for each part of each question

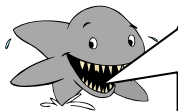
Before you is the command deck of your coral reef exploring submarine.



1. Turn on and put on headphones before you begin.
2. Click on the 5th lab icon from the left in the middle of the screen, called “Adaptations.” 
3. Click on the seahorse in the aquarium on the left to see the video “Camouflage,” then answer the following question.

Question 1 – Marine organisms use camouflage in order to (Circle the correct answer.)

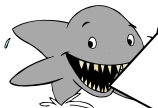
- a. become energy efficient c. produce more offspring
b. avoid becoming dinner **d. all of the above answers**






4. In the lower right corner of the screen, click on the black arrow to go to “Becoming Invisible: Find the Creature.”
5. Starting with the photo at the upper left, click on each photo.
6. Follow the directions on the screen and complete the matching questions for each photo.

Question 2 – Match each sea creature in the first column with its way of camouflaging by placing the appropriate number next to its name.

- | | |
|-----------------------------------|---|
| <u>6</u> A. scorpion fish | 1. Looks like a sea whip |
| <u>4</u> B. lionfish | 2. Looks like a piece of debris |
| <u>1</u> C. trumpetfish | 3. Attaches other creatures to its shell |
| <u>2</u> D. seahorse | 4. Looks like a sunlight striped reef |
| <u>7</u> E. octopus | 5. Burrows in the sand |
| <u>3</u> F. decorator crab | 6. Looks like algae-covered coral |
| <u>5</u> G. crab | 7. Changes skin texture, color and shape |



7. In the lower left corner of the screen, click on the icon called “Adaptations.” 
8. In the lower left corner of the screen, click on the submarine icon. 
9. Click on the 3rd icon from the left called “Living Communities.” 
10. Click on the top right aquarium called “Underwater Wonderland.”
- 11. Do not watch the video.** At the bottom right side, click on the black arrow.
12. Move the mouse around the picture to see names of each marine creature shown.
13. Find 3 marine creatures you learned about in question 2. Write their names below.



Question 3 -

Creature 1 scorpion fish

Creature 2 octopus

Creature 3 lionfish



14. Click on the icon at the bottom left of the screen, called “Living Communities.” 
15. At the lower left of the screen, click on the sub icon. 
16. Turn off the headphones. Return them to the pegs on the wall.

**WET LAB DOCK
MARINE BIOLOGIST**

“SINK THE REEF” 16 points – 4 for each data table; 1 for questions 1-5, 3 for question 6

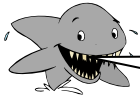
Artificial or man-made reefs are made by placing materials on the ocean bottom. In this lesson you will experiment with different artificial reef designs using concrete blocks. Their rough surface encourages the growth of corals, algae and barnacles which are food for many kinds of fish. Your objective is to see which design is the most effective for attracting fish.



1. Click on the word “Height” and choose 1 meter.
2. Click on the word “holes” and choose none.
3. Click on “spacing” and choose 5 meters.
4. Click on “done” to determine the fish catch for this reef design.
5. Record the height and the catch in the table below.
6. Click on the word “height” and choose 2 meters.
7. Click on “done” to find out how this changed the fish catch. Record the height and the fish catch below.
8. Change the height and choose 3 meters.
9. Click on “done” and record the height and the fish catch below.

Height	Holes	Spacing	Depth	Fish Catch
1	0	5 Meters	12 Meters	7
2	0	5 Meters	12 Meters	6
3	0	5 Meters	12 Meters	8

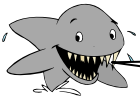
1. How did increasing the height affect the fish catch? Increasing the height had no corresponding effect on catch.



10. Click on “holes” and choose small.
11. Click on “done” and record the fish catch.

Height	Holes	Spacing	Depth	Fish Catch
3 Meter	Small	5 Meters	12 Meters	6
3 Meter	Large	5 Meters	12 Meters	8
3 Meter	combination	5 Meters	12 Meters	10

2. How did adding small holes affect the fish catch? Fish catch decreased
3. How did increasing the size of the holes affect the fish catch? Fish catch increased
4. How did adding a combination of holes affect the fish catch? Fish catch increased even more.



13. Click on “spacing” and find the catch for 5, 10, and 15 meters.
14. Record the catch.

Height	Holes	Spacing	Depth	Fish Catch
3 Meter	Combination	5	12 Meters	10
3 Meter	Combination	10	12 Meters	16
3 Meter	Combination	20	12 Meters	16

5. How did increasing the spacing affect the fish catch? Increasing the spacing to 10 meters increased the catch, but increasing to 20 meters had no additional effect.



6. Now that you know how changing height, holes and spacing affects fish catch, how would you design an artificial reef so that it attracts the most fish? A reef that is 3 meters high with a combination of small and large holes spaced either 10 or 20 meters apart would attract the most fish.

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