

Puget Sound Discovery

Field Investigation Log



Visit the North Pacific Aquarium. The animals in the Marine Discovery Center and in the aquariums downstairs are all from Puget Sound.

As you walk around, choose two different Puget Sound animals to **draw** in the space below. Be sure to **label** details on your drawings. Also, identify each animal as a fish or invertebrate (animal without a backbone).

Animal 1: _____

Animal 2: _____

What do these two animals have in common?

How are they different?

Choose an animal to watch for at least one minute. What did your animal do during that time?

How do you think these behaviors would help this animal to survive in its habitat?

What can you do at home to help protect the animals in the Puget Sound?

Puget Sound Discovery

Chaperone Investigation Guide



The purpose of this activity is not for students to get all the “right” answers but rather to allow them to practice field investigation skills.

Visit the North Pacific Aquarium. The animals in the Marine Discovery Center and in the aquariums downstairs are all from Puget Sound. As you walk around, choose two different animals to draw in the space below. Be sure to label details on your drawings. Also, identify each animal as a fish or invertebrate.

Animal 1: _____ Animal 2: _____

This purpose of this activity is to provide students with an opportunity for observation and to practice diagramming skills, including labeling details, such as body parts.

FYI – Students can choose from a variety of fishes and/or invertebrates. It is not crucial that they know the exact name of the animals they are drawing. However, encourage students to draw something different from the other students in their group.

What do these two animals have in common? How are they different?

These answers could vary greatly, especially if the student chooses a fish and an invertebrate to draw. Ask leading questions to get them started if they are stuck. For example, “Do you think they might eat the same kinds of food?” “Would they be able to survive out of the water?” “Are they eaten by humans?” “How would each one protect themselves from predators?”

Choose an animal to watch for at least one minute. What did your animal do during that time?

Make sure students time their observations. If the animal they chose to observe is inactive, ask them to think about why this might be. Students often describe animal behaviors in human terms (i.e. lazy, sad, depressed, etc.). Remind them that inactivity in the natural world usually just means that the animal is conserving energy so that they can do what they need to do to survive (i.e. find food, avoid predators, socialize, etc.). Also, the animal may be more active at night!

How do you think these behaviors would help the animal to survive in its habitat?

If students get stuck on this question, ask them to list the basic needs of any animal (food, water, space, shelter/protection). Could these behaviors help the animal take care of its needs if it lived in the wild?

What can you do at home to help protect animals in the Puget Sound?

Addresses Life Science GLE 3.2.4 – Understand how humans depend on the natural environment and can cause changes in the environment that affect humans’ ability to survive. Teachers - See your Science Grade Level Expectation guide for details.

If students need help with this question, guide them towards thinking about what they know about conservation in general. Encourage them to think about what they can do personally from home (use fewer resources, recycle, buy organic products, keep toxic chemicals out of the water)

Good websites for environmentally friendly products and recipes:

<http://www.greenhome.com/>

http://www.ems.org/household_cleaners/alternatives.html