

Name: _____



MAUI OCEAN CENTER

THE HAWAIIAN AQUARIUM



Maui Ocean Center Learning Worksheets

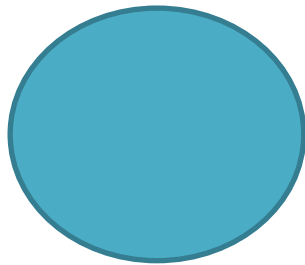
Second Grade



Our mission is to foster understanding,
wonder and respect for Hawai'i's marine life.

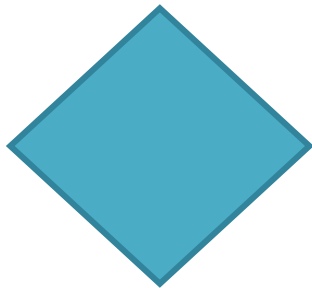
INVESTIGATING ANIMAL SHAPES

Observe the fish in the Living Reef Exhibit. Which fishes fit into the shapes below? Draw your fish next to the shape. Use the photo/word bank.



Which fish is this? Do you think it swims fast or slow?

_____.



Which fish is this? Do you think it swims fast or slow?

_____.



Which fish is this? Do you think it swims fast or slow?

_____.

Photo/Word Bank



Yellowstripe Coris



Yellow Tang



Moorish Idol



LOTS OF ARMS!

HE'E - OCTOPUS

Find the he'e in the Living Reef building.

Look carefully for the he'e. It is very good at hiding. Can you find it?

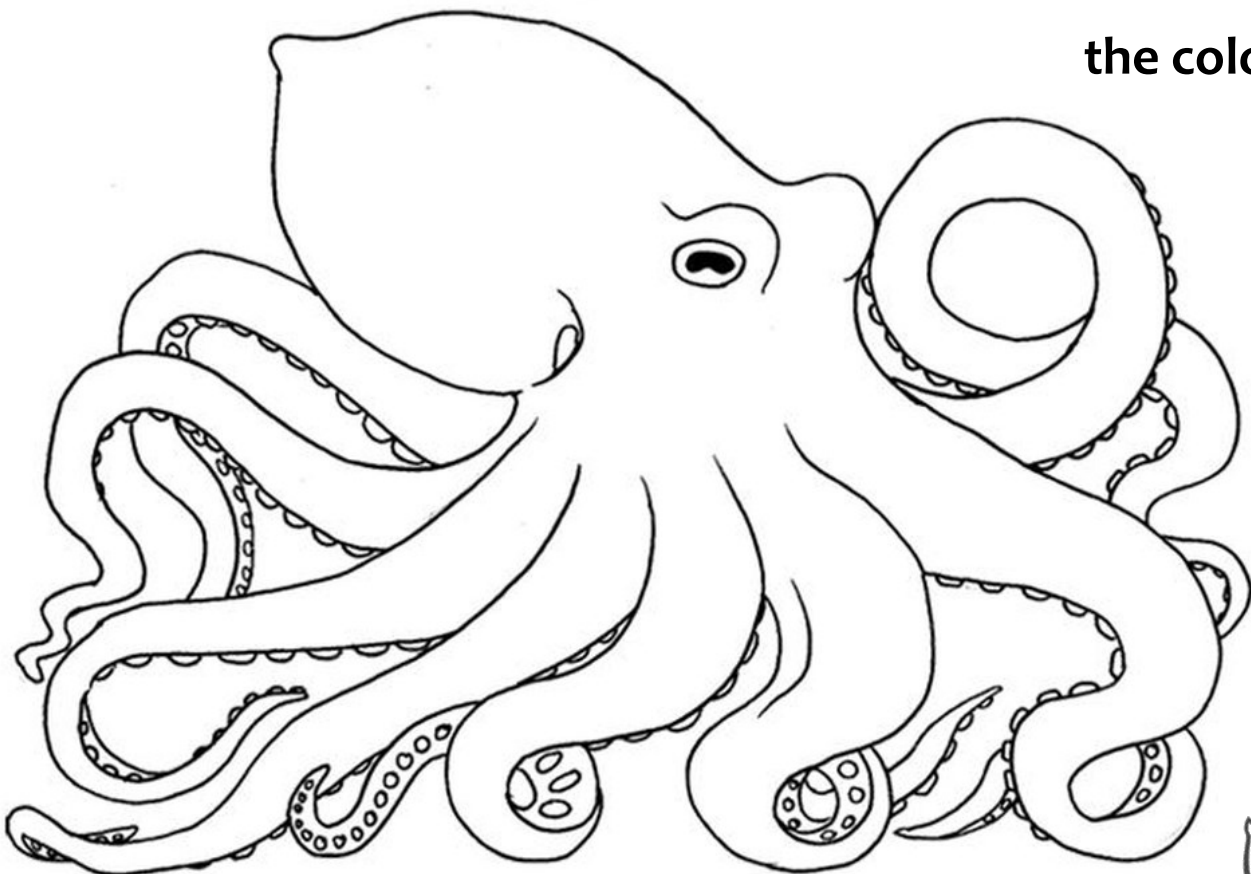
What color is it? _____.

The he'e can change color quickly. Did it change color while you were watching? _____. If so, what colors did you see? _____.

How many arms does it have? _____.

What does the he'e use its arms for? _____
_____.

**Color the he'e like
the colors you
saw.**



DETECTIVE SCIENTIST

Answer the questions below by using the word bank.

Word Bank

Crab

Shark

Coral

Sea Turtle

Stingray



1. I have a hard shell and ten legs, two of which have claws at the end.

What am I? _____.

2. I have a hard shell, four flippers and a sharp beak.

What am I? _____.

3. I am flat and have a long skinny tail with a stinging barb.

What am I? _____.

4. I am very small and have a ring of tentacles that make me look like a underwater flower. I often live in a colony with many others that look just like me. Our colony is often mistaken for colorful rocks.

What am I? _____.

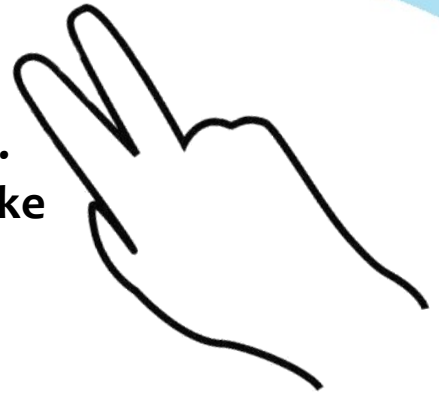
5. I'm not very colorful. I have very sharp teeth and can swim very fast.

What am I? _____.



TIDE POOL ANIMALS!

Visit the Tide Pool and gently touch the animals. Use a gentle TWO FINGER touch and DO NOT take these animals out of the water. In the spaces provided, write two words for each animal to describe how it felt.



What did the sea urchin feel like?



What did the sea star feel like?



What did the sea cucumber feel like?



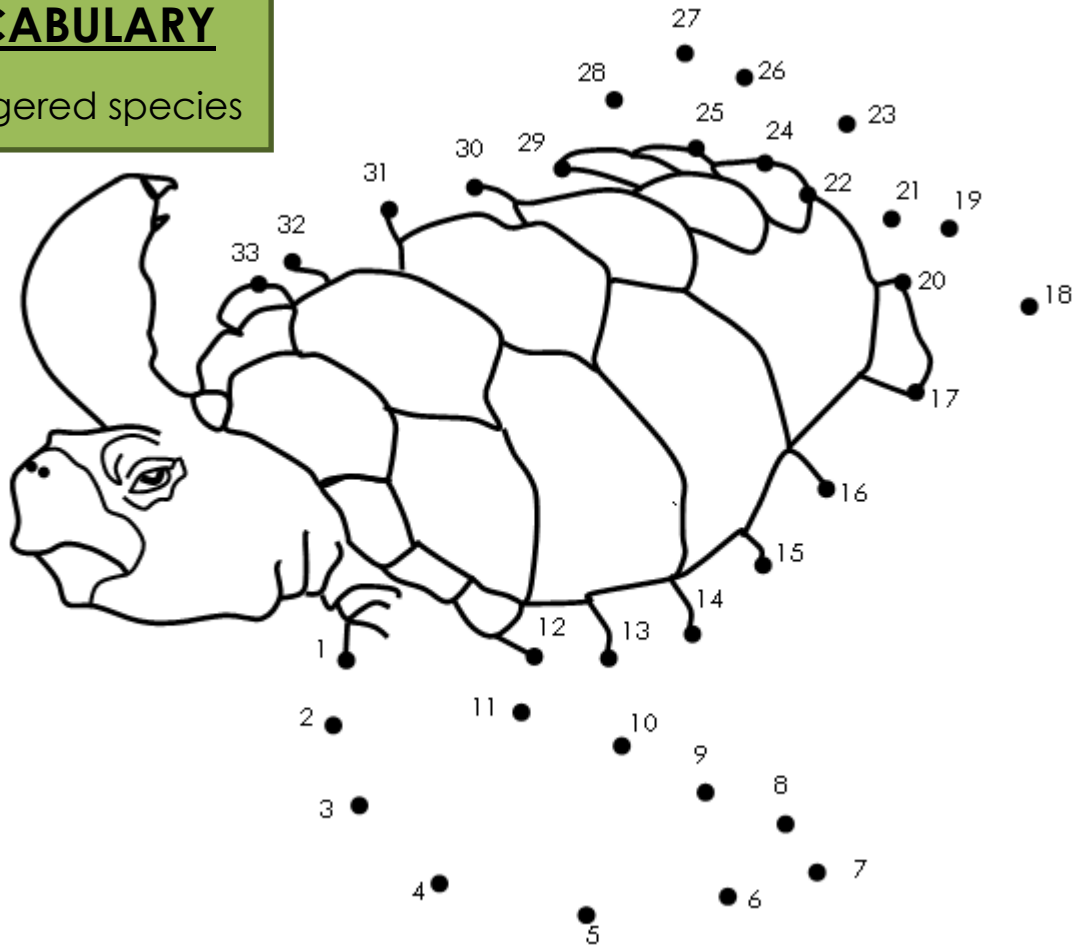
CONNECT THE DOTS!

Turtle Lagoon

Directions: Connect the dots to draw the marine animal. Answer each question below with a complete sentence.

VOCABULARY

Endangered species



This animal lives in the water but breathes air. How does it do that?

_____.

Describe what *endangered* species means. _____

_____.

What kind of *endangered species* is this marine animal?



GREEN SEA TURTLES!

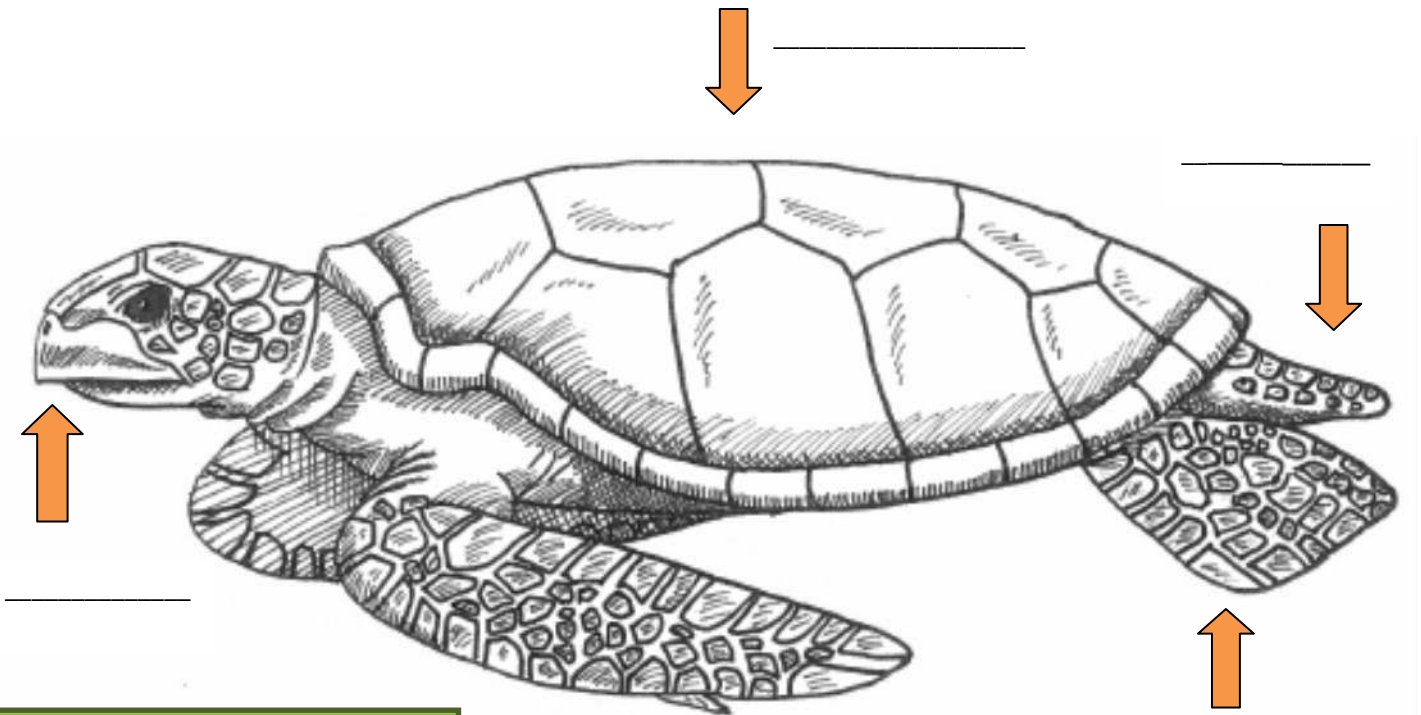
TURTLE LAGOON

Directions: Look at the green sea turtles in Turtle Lagoon. Answer each question with a complete sentence.

1. How many turtles did you count at the Turtle Lagoon?

_____.

2. Fill in the blanks on the diagram of a Green Sea Turtle using the Word Bank below.



Word Bank

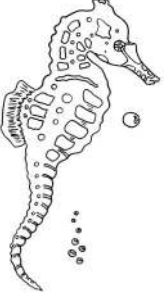
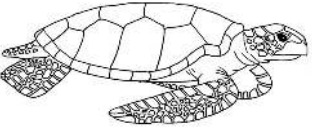
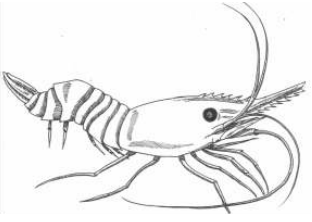
Tail
Carapace
Hind Flipper
Beak



OCEAN RESOURCES

SEAWEED

Many animals use seaweed for different reasons such as camouflage, food or even for their home. Write an 'F' next to the animal that uses seaweed for food, an 'C' next to the animal that uses seaweed for camouflage, and an 'H' next to the animal that uses seaweed for its home.

	1. _____
	2. _____
	3. _____

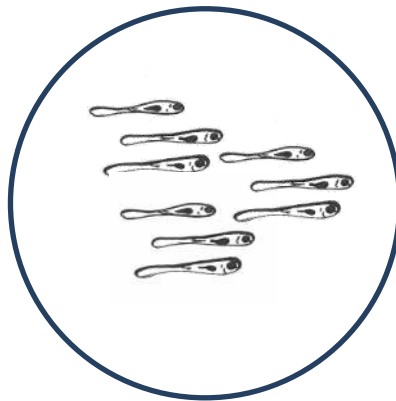
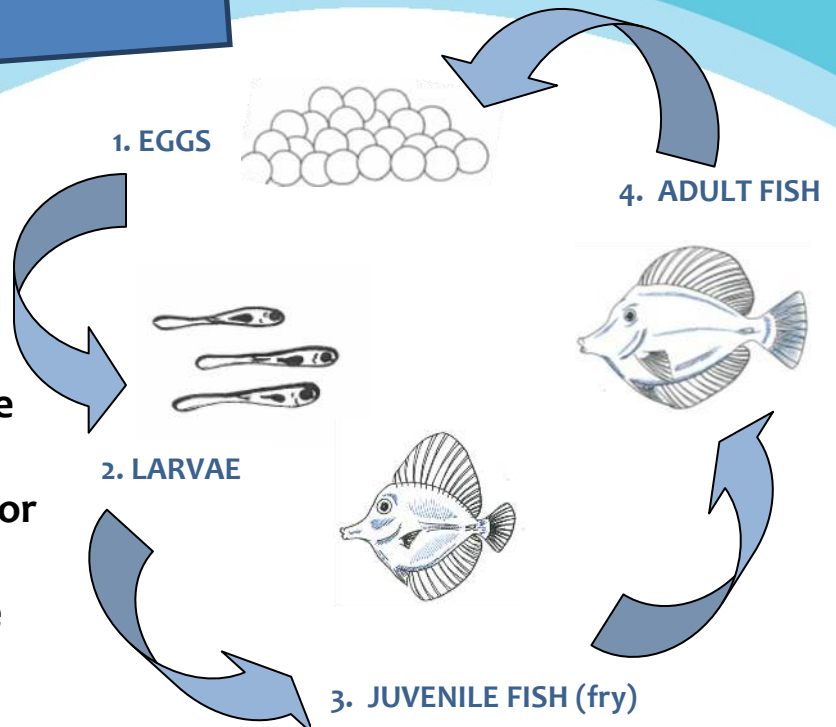
Discussion:

What are other uses of seaweed that these animals or other animals may have? (Think about their size, diet and habitat)



ANIMAL LIFE CYCLES

Marine animals go through many different stages of life. The drawing to the right shows the life-cycle of fish from eggs to larvae to juvenile fish (or fry), then adult fish. Write the number and name for the different stages of life that the Yellow tang is going through in the drawings below.



Discussion:
What are the differences between each stage of life?
(Think about their size, diet and habitat).



VOCABULARY

Larvae
Juvenile



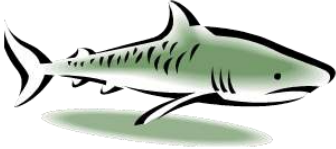

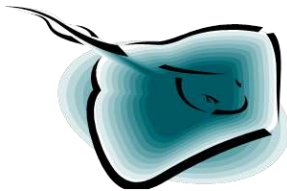
OPEN OCEAN ANIMALS!

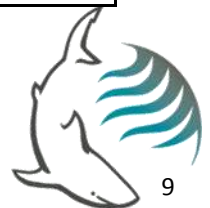
RECORDING DATA

Find these animals within the Open Ocean Exhibit. Make observations and answer the questions above for each type of animal. This is how you record data. When you are finished, share your findings with others in your group.

VOCABULARY

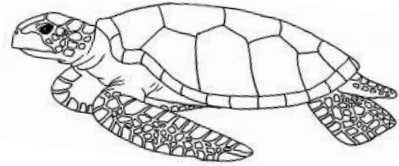
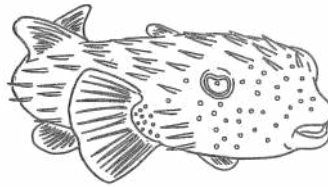
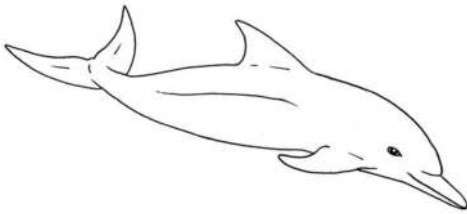
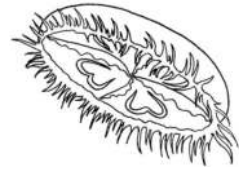
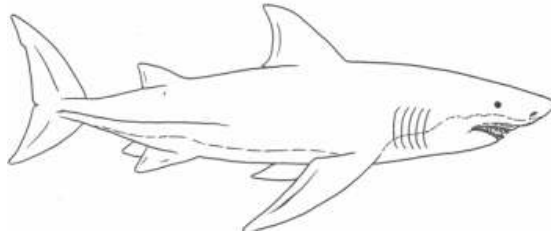
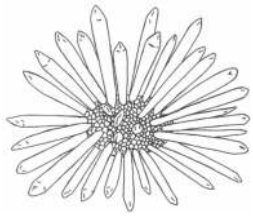
data

Animal	How many did you see?	Were they moving fast or slow?	Was this animal swimming alone or with others?
 Shark (Manō)			
 Giant Trevally ('Ulua aukea)			
 Stingray (Lupe or Hihimanu)			



SHAPE & SPEED

Some animals in the ocean move slow and some move fast!
Can you circle the animals that move fast below?



1. What shapes did you choose for fast moving animals?

2. Why do you think this shape the best for moving fast?



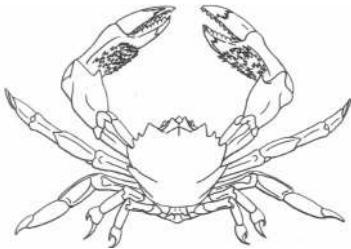
HAWAIIAN NAMES

MATCHING

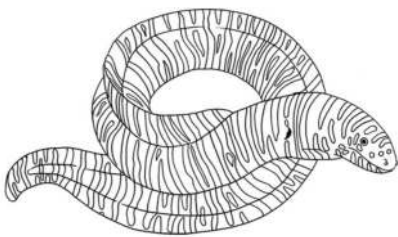
Draw a line from each animal to its Hawaiian name and color it.
One is already drawn for you.



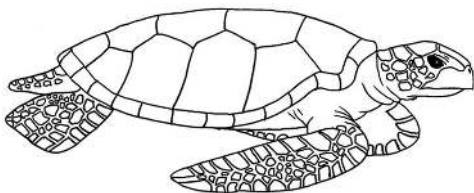
PAPA`I



PUHI



HONU



MANO KIHIKIHI



DESCRIPTIVE WORDS

CUT & PASTE

Cut out the pictures of the animals on the last page. Paste the animals in the boxes below with the words that you think best describes each animal.

Rough	Smooth	Shiny
Soft	Pointed	Small
Hard	Thin	Large
Striped	Pokey	Spotted

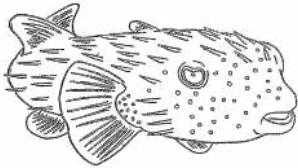




*Note to instructor: this page is intentionally left blank
for 2-sided printing for Cut & Paste Activity.

DESCRIPTIVE WORDS

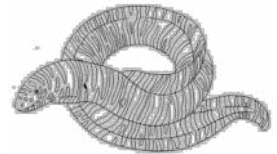
CUT & PASTE



porcupinefish



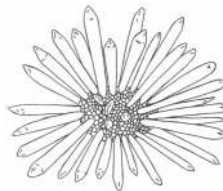
coral



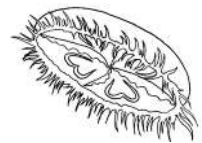
zebra eel



seahorse



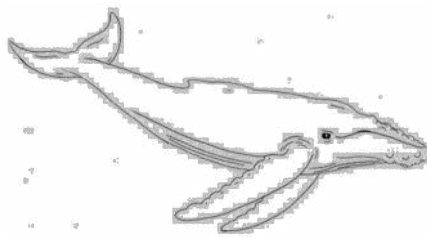
pencil urchin



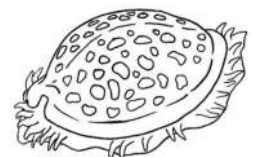
sea jelly



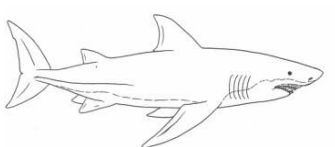
trumpetfish



whale



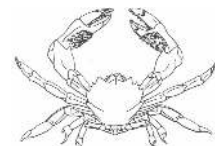
tiger cowry



shark



eagle ray



crab