

# LEARNING WORKSHEETS SECOND GRADE

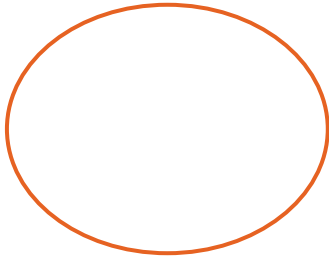


NAME: \_\_\_\_\_

**Our Mission:** To foster understanding, wonder, and respect for Hawaii's marine life.  
*E paipai i ka 'i'ini e ulu ai ka 'ike ku'una Hawai'i e ola mau ka nohona moana.*

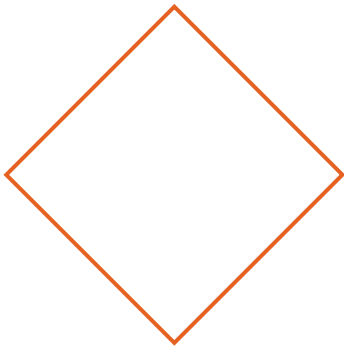
# Investigating Animal Shapes

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



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

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

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

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## Photo/Word Bank



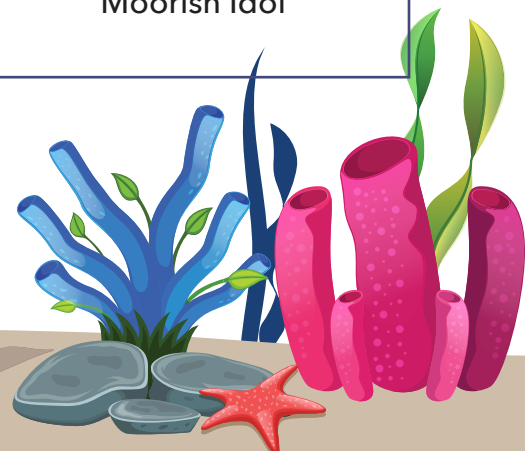
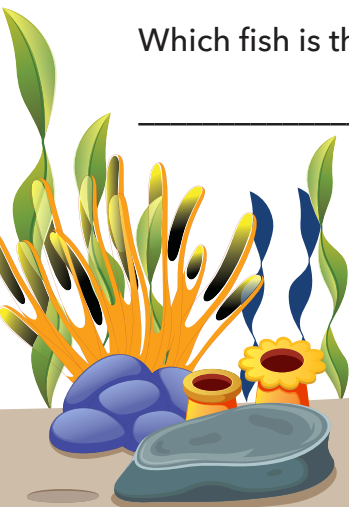
Flame Wrasse



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? \_\_\_\_\_.

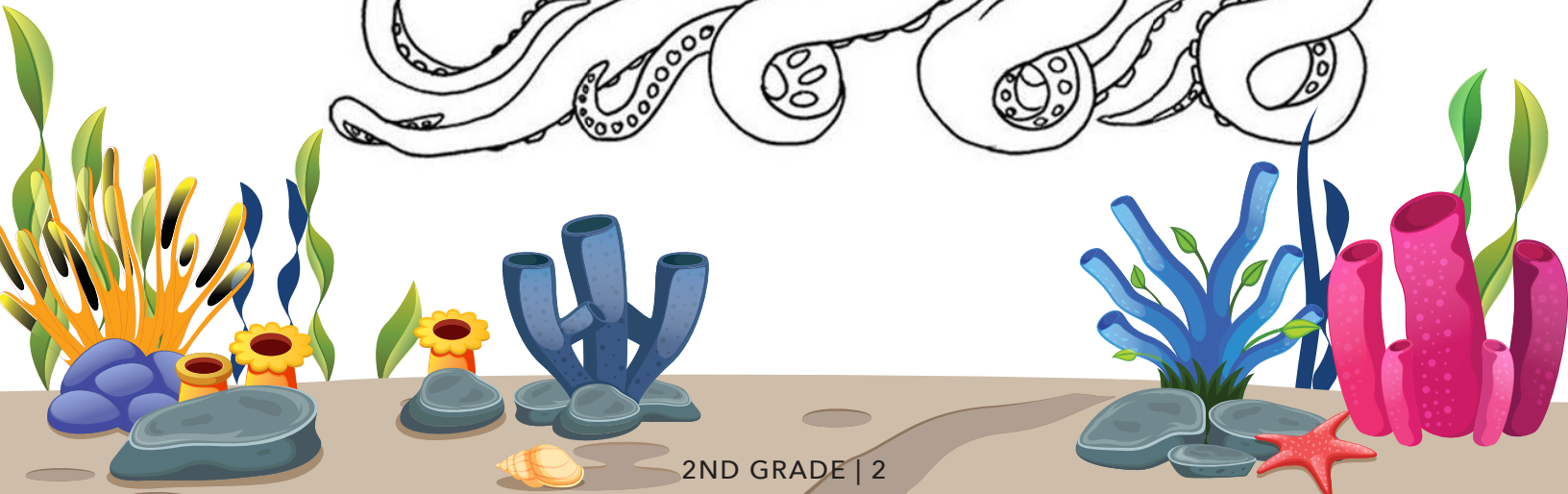
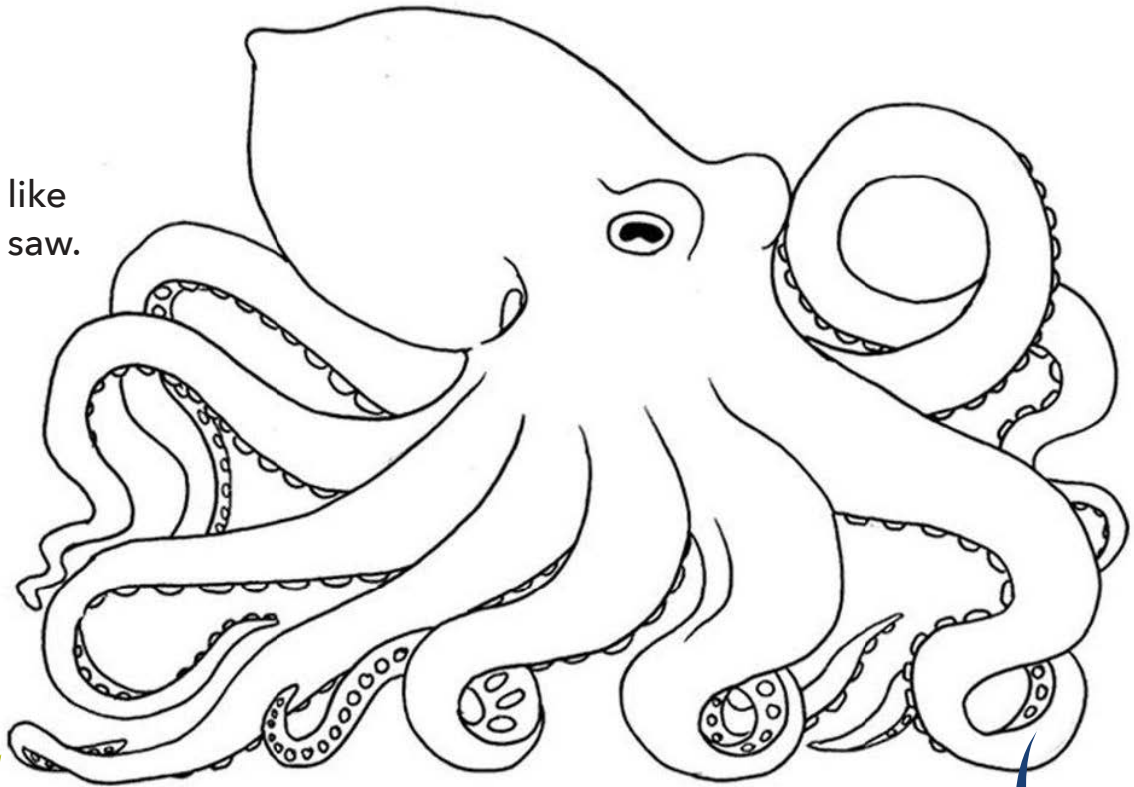
The he'e can change color quickly. Did it change color while you were watching? \_\_\_\_\_.

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  
Sea Turtle  
Coral  
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.

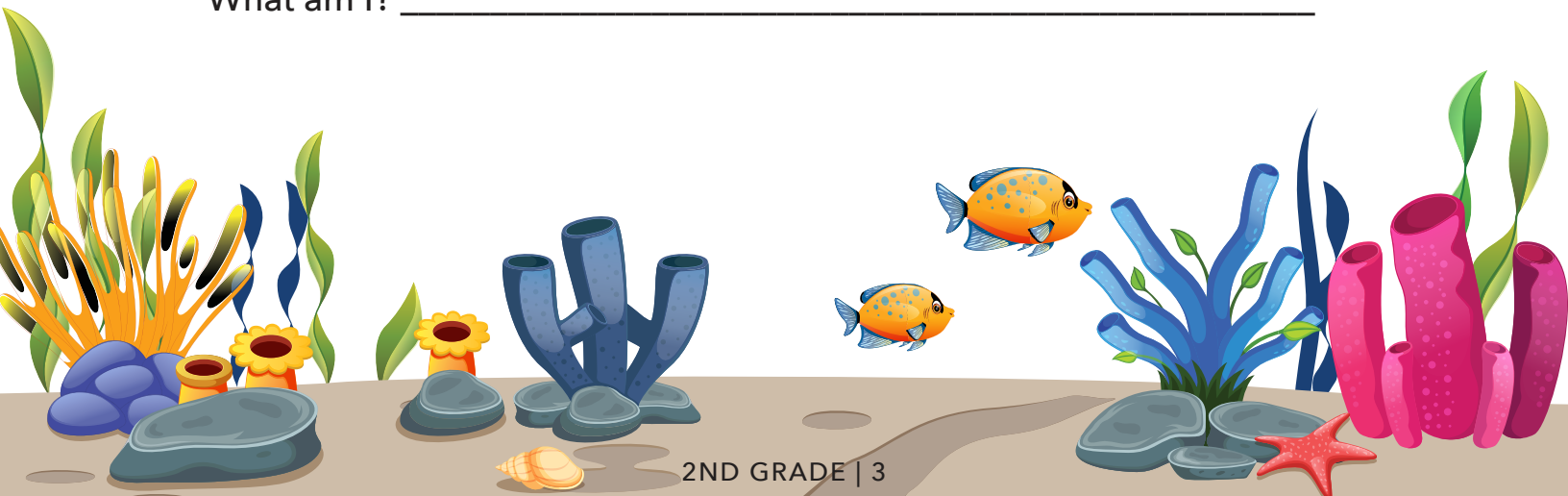
What am I? \_\_\_\_\_

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 the 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?

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What did the sea star feel like?

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What did the sea cucumber feel like?

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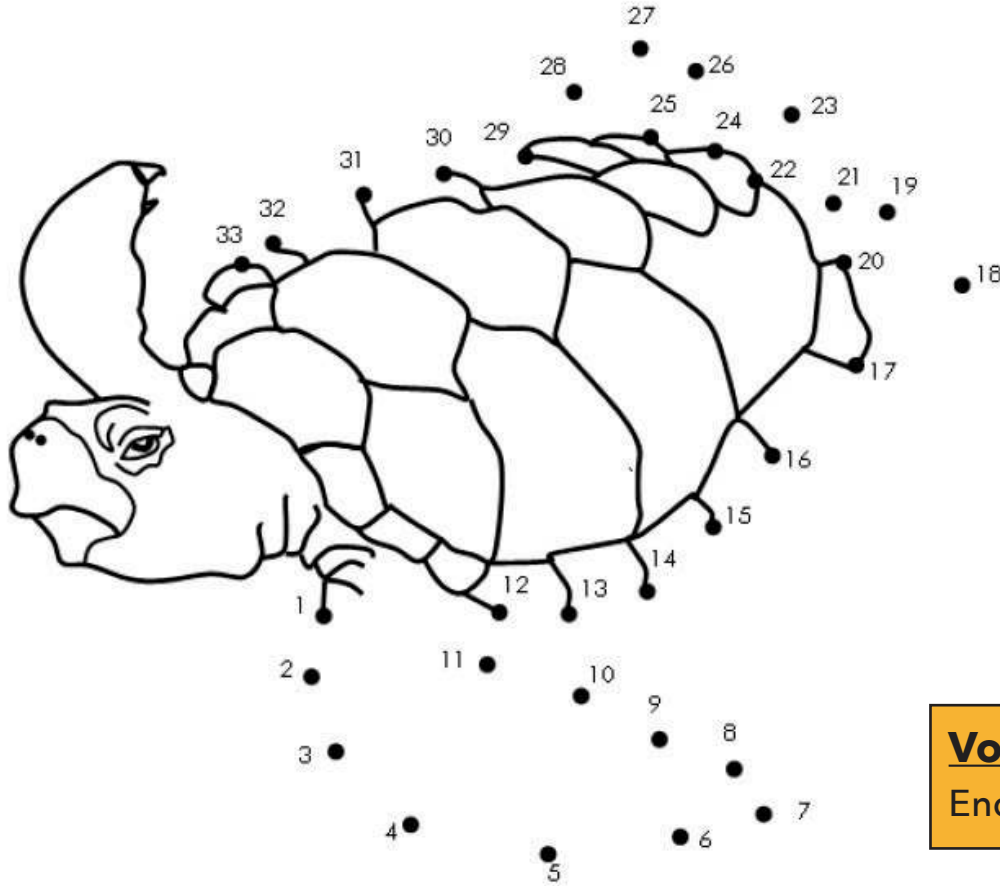
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# Connect the Dots!

## 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?

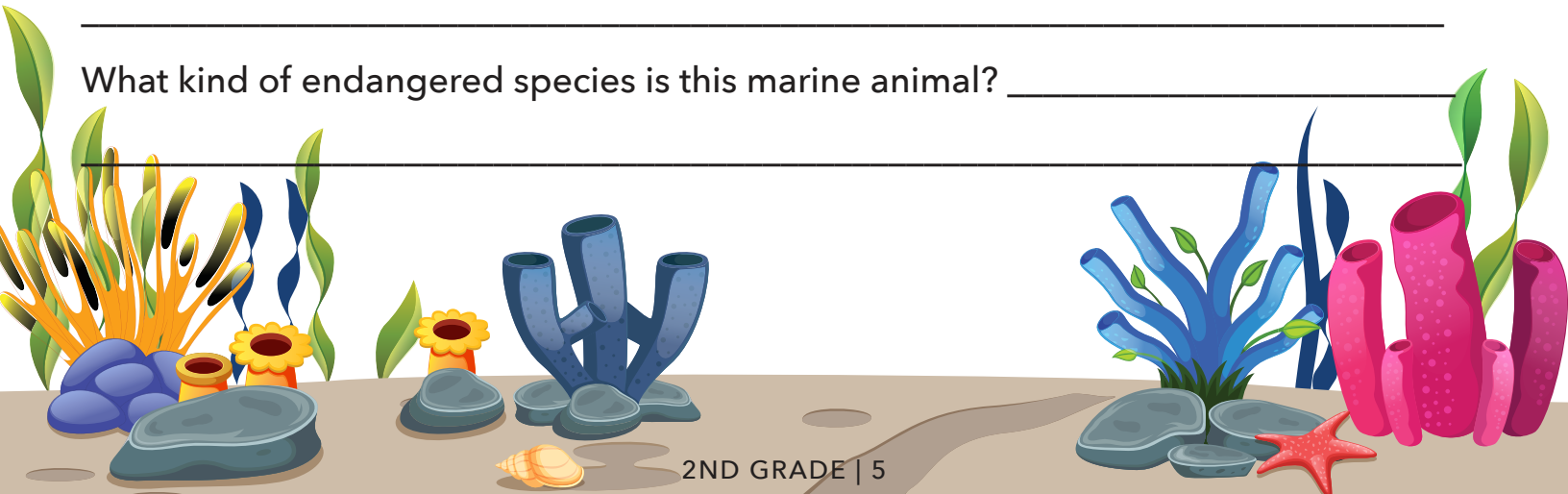
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Describe what endangered species means. \_\_\_\_\_

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What kind of endangered species is this marine animal? \_\_\_\_\_

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# Green Sea Turtles

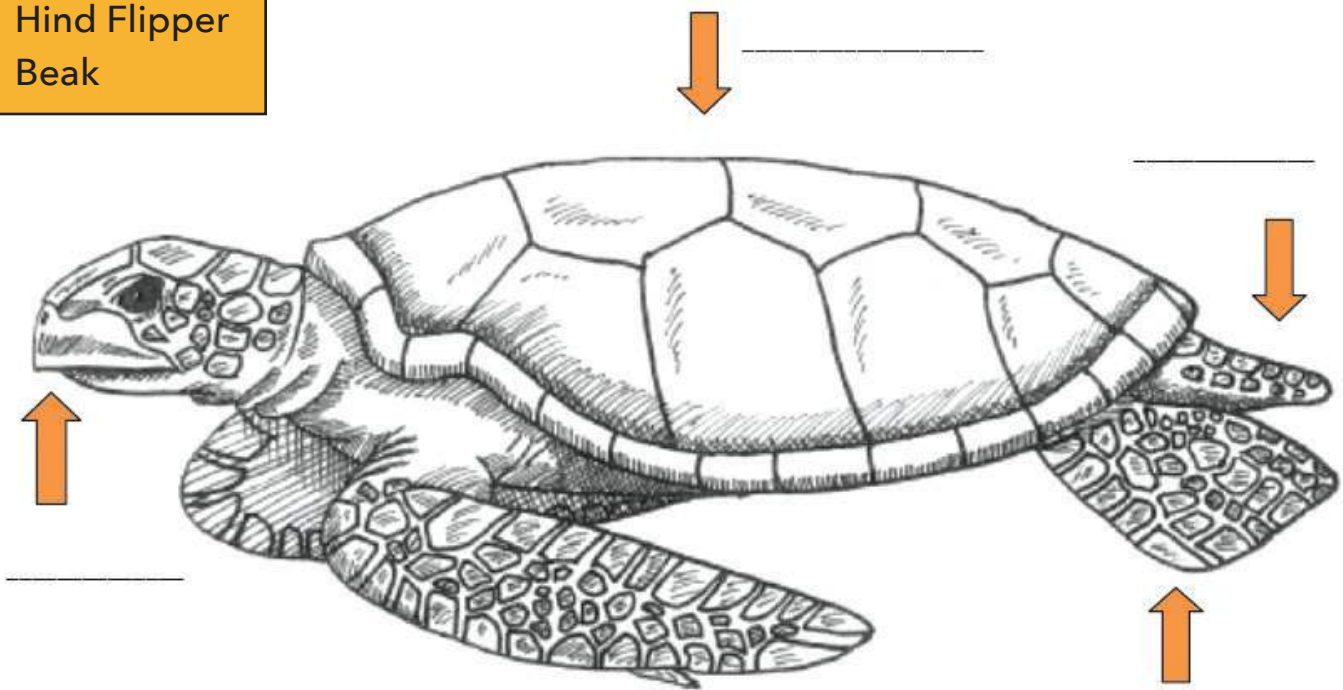
## Turtle Lagoon

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

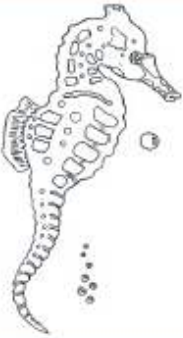
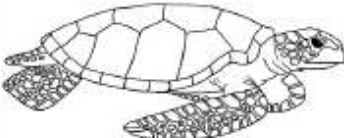

Tail  
Carapace  
Hind Flipper  
Beak



# Ocean Resources

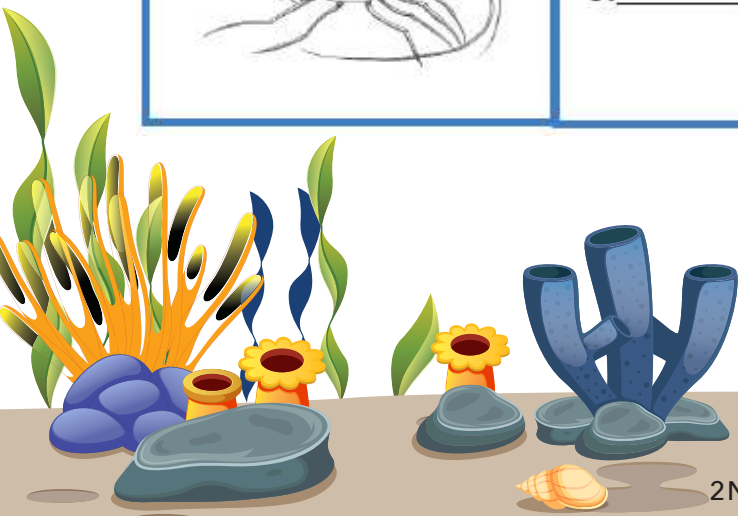
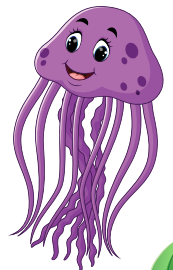
## Seaweed

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, a '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:

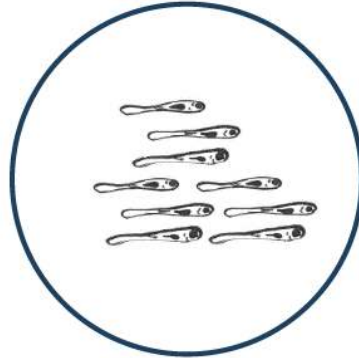
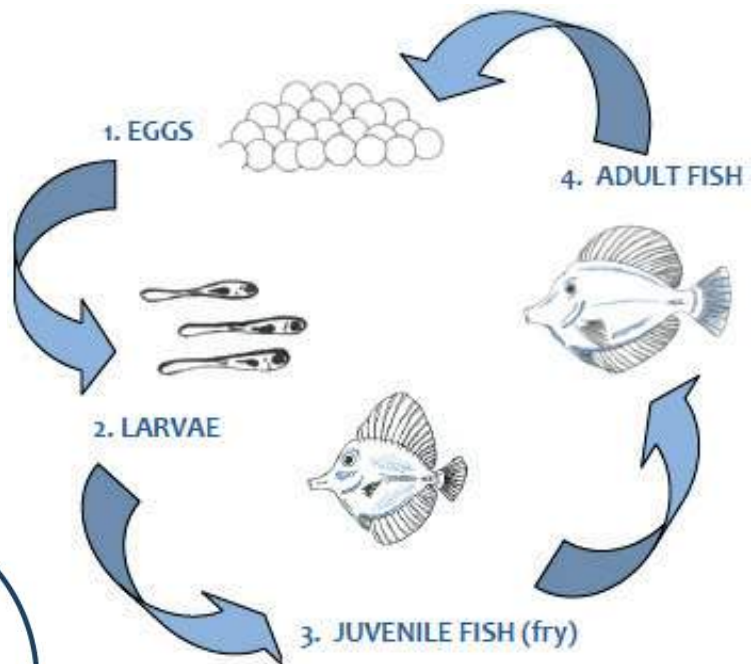
What are other uses of seaweed that these animals or other animals may have?  
(Think about their size, diet and habitat).



# 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.

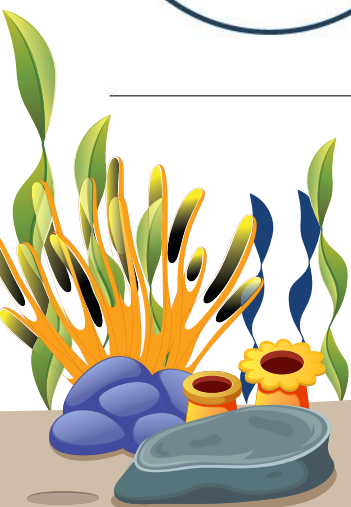


**Discussion:**  
What are the differences between each stage of life? (Think about their size, diet and habitat).



## 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.

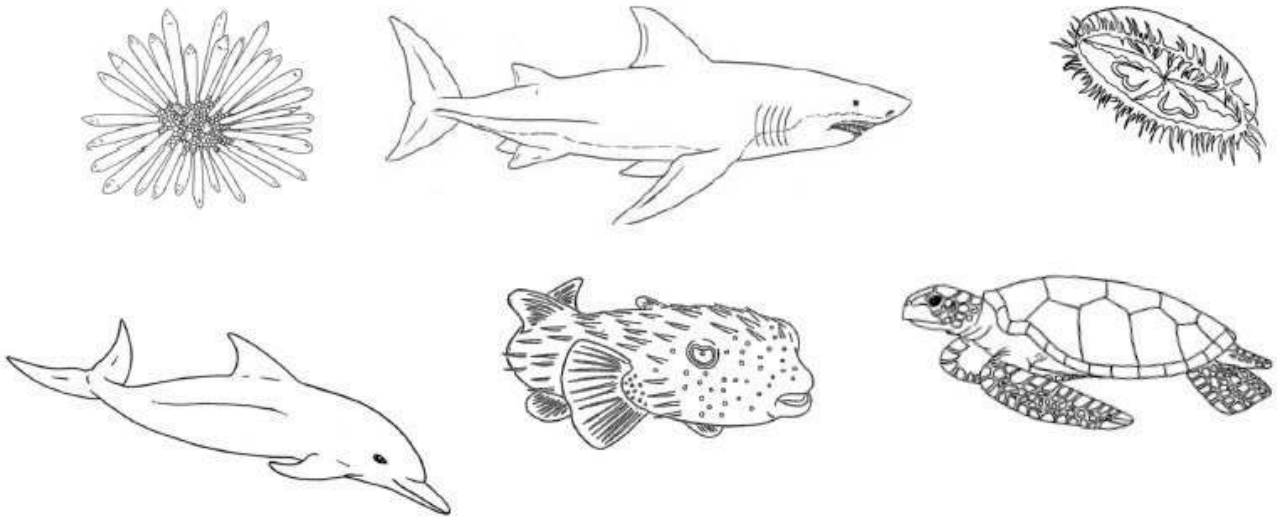
Animal	How many did you see?	Were they moving fast or slow?	Was this animal swimming alone or in a group?
 Shark (Manō)			
 Giant Trevally ('Ulua aukea)			
 Stingray (Lupe or Hihimanu)			

**Vocabulary**  
Data



# 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?

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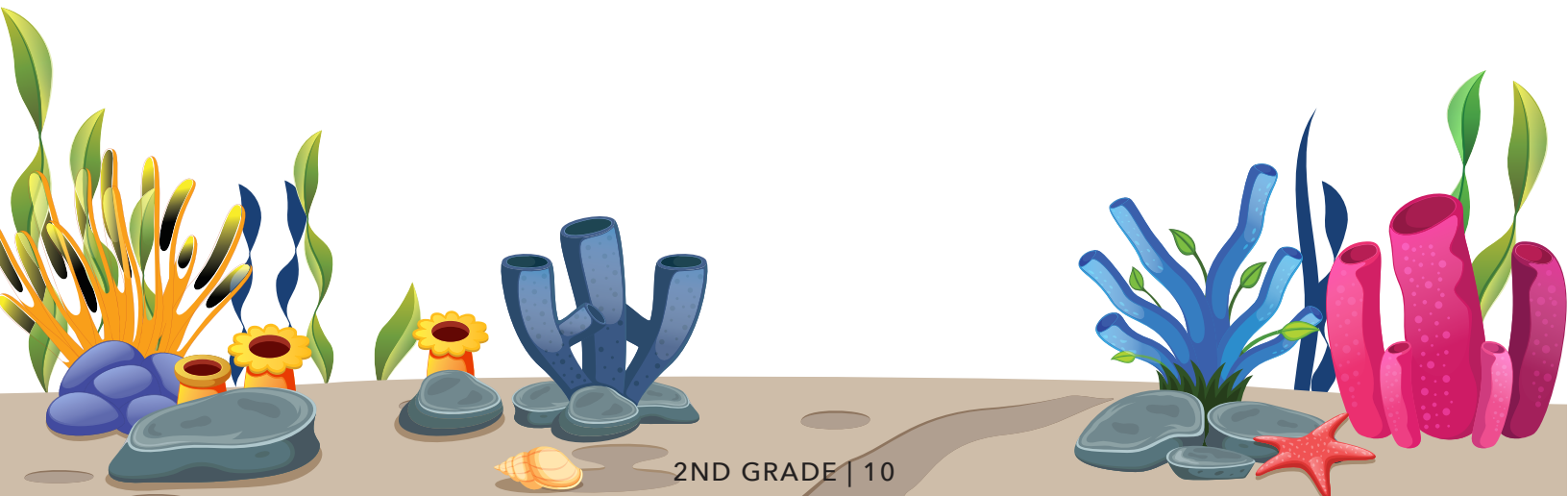
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2. Why do you think this shape the best for moving fast?

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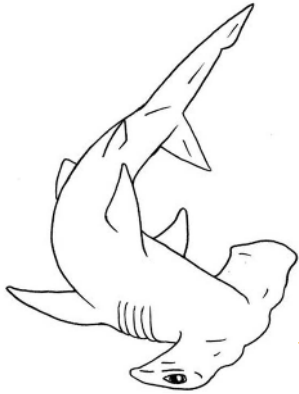
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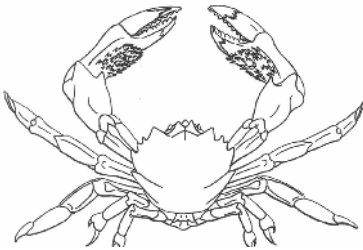
# Hawaiian Names

## Matching!

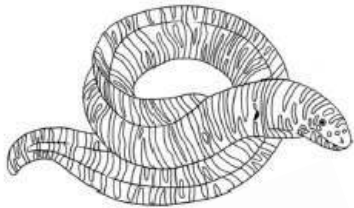
Draw a line from each animal to its Hawaiian name and color it.  
One is already drawn for you.



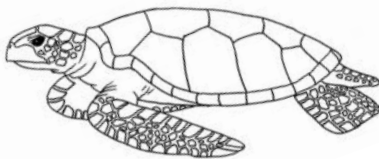
PAPA`I



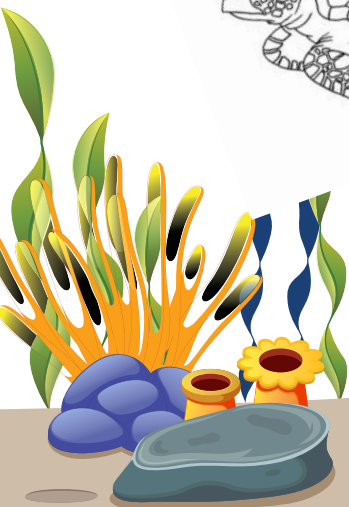
PUHI



HONU



MANO KIHIKIHI



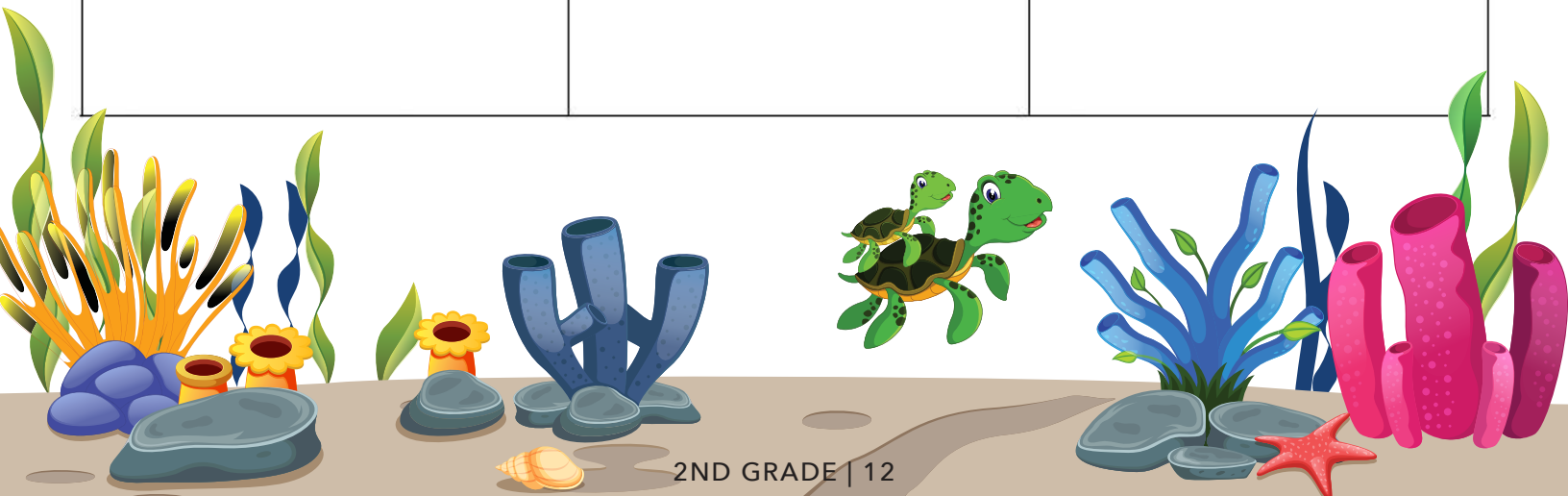
# Descriptive Words

## Cut and 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.

<b>Rough</b>	<b>Smooth</b>	<b>Shiny</b>
<b>Soft</b>	<b>Pointed</b>	<b>Small</b>
<b>Hard</b>	<b>Thin</b>	<b>Large</b>
<b>Striped</b>	<b>Pokey</b>	<b>Spotted</b>

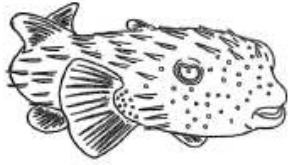




\*Note to instructor: This page is intentionally left blank for two-sided printing for Cut & Paste activity.

# Descriptive Words

## Cut and Paste



porcupinefish



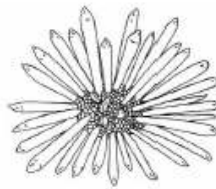
coral



zebra eel



seahorse



pencil urchin



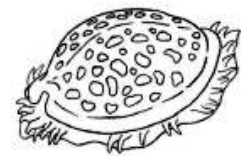
sea jelly



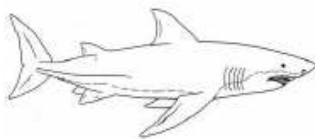
trumpetfish



whale



tiger cowry



shark



eagle ray



crab

