



# School Group Program Packet

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Dear Educators,

Thank you for choosing Bolsa Chica / Huntington State Beach as a field trip for your students. Not only are these beaches a premier destination for beach goers worldwide – they also contain a myriad of marine mammals, birds and some local wildlife and native plants.

These State Beaches are an excellent location to teach about local watersheds, marine debris and recycling – topics that are prevalent in today’s environmental education. This is why we have created a Marine Debris & Recycling program that focuses on the coastal watershed and how many of our everyday actions affect the marine environment, in both positive and negative ways. We will use an interactive model of the local area to show how pollutants affect the environment and we will discuss positive alternatives that will lead to healthier behaviors for us and our community. Then we will take a look at common types of trash that are found on our beach and discuss their various lengths of degradation, as well as what materials can be recycled and repurposed. This program is suitable for all ages and is about 45 minutes – 1 hour. We have found that this program becomes even more meaningful when it is accompanied by a beach clean-up.

Some of the most awe inspiring creatures that the public may see at our beach are the marine mammals that call our coast home. In our hour long Marine Mammal Life program, students will compare and contrast the three most common mammals in Huntington Beach – the Pacific bottlenose dolphin, the California sea lion and the gray whale. Students will learn about the characteristics of a mammal, as well as the physical & behavioral characteristics of our three amazing mammals. This program is interactive & exciting for all students and is a perfect complement to any beach related activity or classroom lessons regarding mammals.

Marine mammals are not the only animals that call the beach their home. In our “Beach Animals” program, students learn about four different kinds of animals that they may see on their fieldtrip to the beach. Students will explore one bird, one land animal, one marine mammal and one fish in this hour long program, as well as delve into the characteristics, habitats, diet and survival techniques of these animals. This is another interactive program that is suitable for K-6 grade and is also a perfect complement to any beach related activity or classroom lessons involving mammals.

Our staff love their jobs and are very passionate about educating the public about aquatic safety – we want everyone to be safe and enjoy the State Beach. This is why we have created an Aquatic Safety & State Park Careers program. In this program, students will learn about the many careers State Parks has to offer and they will have a chance to speak with a State Park Lifeguard & / or Peace Officer. They will learn about the importance of being safe in an aquatic environment, as our program contains information about stingrays, marine animals, rip currents,

in-shore holes and beach safety. This program is about one hour, is suitable for all ages and is accompanied by a tour of the Lifeguard Headquarters building.

School group requests will be honored Monday – Friday from 9am – 3pm, providing we have the staffing available. Day use fees are not charged for school groups (K-12), accompanying teachers, or adult leaders provided that their outing or field trip is educational in nature and the group is participating in one of the above described State Park educational programs (this includes beach clean-ups and Lifeguard Headquarters tours).

The suggested school group program fee is \$1.00 per student. We accept cash or checks. Please submit payment on the day of the field trip. We must receive a copy of the School Group Reservation Request at least 15 days before your planned trip. State Park staff will review the request and send you a confirmation of your day and time. If possible, please provide at least one alternative date in order to ensure staffing is available for your program.

We look forward to inspiring, provoking and encouraging the students in your group.

Sincerely,  
Elizabeth Bailey  
Interpretive Specialist

## Practicing Park Friendly Behavior

We welcome you and your group to one of the most populous beaches in California. Not only are Bolsa Chica & Huntington State Beaches premier destinations for recreation, because of our proximity to wetlands, we have a diverse population of birds, fish and marine animals. We are here to help you teach your students about our ecosystem and how to protect and preserve this valuable natural resource. Biologists and naturalists often report that we are “loving our native environment and wilderness to death”.

We have established a few suggestions and rules that will help you to safely enjoy your fieldtrip while reducing your impact on the natural beach environment. We appreciate your cooperation in carefully reviewing these rules with your entire group before the day of the scheduled program.

1. Remember that the beach is not just a destination, it is also a home. Share the beach with the birds and animals you find here and know that you are a guest here.
2. Walk slowly and carefully on the bike path. Watch out for bicyclists when you are crossing the path and make sure to share the trail. Accidents may happen when pedestrians are not paying attention.
3. To avoid injury, always wear shoes with a firm sole, even if they get wet.
4. Avoid turning your back to the ocean waves and keep a watchful eye for the occasional extra-large wave.
5. Please do not feed the wild animals because they will become dependent on human foods and human contact. They will lose their natural ability to forage in the wild and may develop hazardous behavior towards humans and other animals.
6. If a picnic is in conjunction with your visit, please make sure all food and waste items are removed. Proper waste bins will be provided. Human food products and trash are detrimental to the health and habits of wild animals and birds.

## Things to Bring

### **Teachers:**

1. School Group Reservation Request Form
2. Park Map
3. First Aid Kit
4. Drinking Water
5. Name tags

### **Students:**

1. Appropriate beach footwear
2. Layered Clothing (sweater/ sweatshirt)
3. Hat
4. Sunscreen
5. Drinking water
6. Lunch – if applicable. Please do not bring lunch money, as snack stands may not be open.

# Science Standards for Marine Debris & Recycling Program

## **Kindergarten:**

Earth Science 3a: Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.

Earth Science 3c: Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Investigation & Experimentation 4d: Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).

## **1<sup>st</sup> Grade:**

Life Science 2b: Students know both plants and animals need water, animals need food, and plants need light.

## **2<sup>nd</sup> Grade:**

Earth Science 3e: Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

Investigation & Experimentation 4a: Make predictions based on observed patterns and not random guessing.

## **3<sup>rd</sup> Grade:**

Life Science 2b: Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

Life Science 2c: Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

Life Science 2d: Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

## **4<sup>th</sup> Grade:**

Life Science 2b: Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

Life Science 3a: Students know ecosystems can be characterized by their living and nonliving components.

Life Science 3b: Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

Investigation & Experimentation 6c: Formulate and justify predictions based on cause-and-effect relationships.

### **5<sup>th</sup> Grade:**

Earth Science 3a: Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.

Earth Science 3d: Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.

Earth Science 3e: Students know the origin of the water used by their local communities.

### **6<sup>th</sup> Grade:**

Earth Science 2c: Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.

Ecology 5e: Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources 6b: Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

Resources 6c: Students know the natural origin of the materials used to make common objects.

### **7<sup>th</sup> Grade:**

Evolution 3e: Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

## Vocabulary & Terms for Marine Debris & Recycling Program

- Clarifier Tanks: Holding tanks associated with wastewater and sewage treatment centers. Wastewater in these tanks is treated to remove harmful substances before being released in a watershed.
- Clean Water Act: The federal Clean Water Act has been public law since 1972. It requires the development of comprehensive programs for preventing, reducing or eliminating the pollution of the navigable waters and groundwater and improving the sanitary condition of surface & underground waters.
- Combined Sewer Overflow (CSO): This is what happens when too much storm water flows into the wastewater treatment plant. The excessive storm waters added to the wastewater already in the system cause the excessive, still untreated waters to bypass treatment and flow directly into the lakes, rivers or streams. Some overflow of treated waters is normal; the CSO event allows untreated waters to flow.
- Ecology: A branch of science concerned with the interrelationship of organisms with their environment.
- Environment: The air, water, minerals, living beings, and all other outside factors affecting living beings.
- Ecosystem: A community of plant, animal and other living organisms, together with their environment.
- Food Chain: A food chain shows how each living thing gets food, and how nutrients and energy are passed from creature to creature. Food chains begin with plant-life, and end with animal-life. Some animals eat plants, some animals eat other animals.
- Habitat: The place where a particular organism usually lives or grows.
- Marine Debris: (Marine litter) Human created waste that has deliberately or accidently become afloat in a lake, sea, ocean or waterway.

- Nonpoint Source (NPS): Pollution that cannot be traced to a specific origin or starting point, but seems to flow from many different sources. NPS pollutants are generally carried off the land by storm water runoff. The commonly used categories for nonpoint sources are agriculture, forestry, urban, mining, construction, dams & channels, land disposal and saltwater intrusion.
- Organic: Of, relating to or derived from living things; relating to, produced with or based on the use of plant & animal fertilizers rather than chemically formulated fertilizers or pesticides.
- Organism: A living being.
- Pesticide: An agent used to destroy insects and other pests that are harmful to crops or other vegetation.
- Point Source (PS): Pollution discharged into waterbodies from specific, identifiable pipes or points, such as an industrial facility or municipal sewage treatment plant.
- Pollutants: Solid, liquid or gaseous substances that contaminate the local or general environment.
- Runoff: The overflow of water from the land into a body of water. The water can overflow into a stream, a river, or an ocean. This happens when the soil can no longer hold any more water.
- Sewage Treatment Plant: A facility that treats sewer waste to remove harmful substances before discharge.
- Toxic: Poisonous substances harmful to living things.
- Waterbody: Any river, lake, stream, pond or basin.
- Watershed: A region or area that drains to a particular watercourse or body of water (for example, the cities in LA & Orange County are part of the watershed that drains to the Pacific Ocean).

## Follow up Activities for Marine Debris & Recycling Program

- Make a Reduce, Reuse, Recycle, Remember chart. Ask students for their ideas on specific actions they can take to reduce the amount of waste they produce. (Activity taken from *Waves, Wetlands and Watersheds*)
- Pass out a copy of a map from your community and have students locate possible sources of nonpoint source and point source pollution in your community. Then brainstorm with students about actions they or their parents and caregivers can take to reduce pollutants entering the marine environment. (Activity taken from *Waves, Wetlands and Watersheds*)
- Have students keep a “trash log” for at least 1 day. In the log, they should record every item of trash they produce, whether the item is recyclable and if they recycled, reused or repurposed the item. If the item was not recycled, etc. then the student should indicate if they could have used an “earth friendly” item instead. When students have completed their logs, total up the amount of trash, recyclables, etc. and compare the results with the class. Use this as a discussion point for what students can do to cut down on the amount of trash produced.
- Have students conduct a clean-up at the beach, community or school. Working in teams of 2-4, have students fill out a Data Collection Form, and indicate the types of trash they pick up. (A sample data card is attached, taken from *Turning the Tide on Trash*)
- Animal Tales Activity (taken from *Turning the Tide on Trash*): Gather the following materials: foam pieces, fishing net, fishing line, 6-pack ring, plastic shopping bag, wooden box or crate, balloon and ribbon, and other debris such as plastic cup, pull tab, glass bottle, etc. Put the items in the middle of a circle of students. Read an animal description from the Animal Tales handout (attached) and ask a volunteer to be that animal. That volunteer will pick up an item of debris that might harm that animal, and let you know how that item could harm the animal. Repeat this procedure for the remainder of the animals.



# The Source of the Problem

PARENTS CAN HELP!

There are nine pictures below. Circle the pictures which you believe could be sources of marine debris or ocean trash. When you have finished, write down what these pictures have in common. Answers on page 21.



A CRUISE SHIP



A SHARK



PICNICKERS



A FISH



A MAN WASHING HIS CAR



DOLPHINS



A FISHERMAN



SEA GULLS



A BEACHGOER

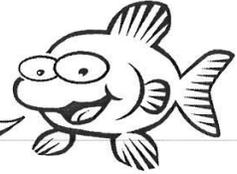
4

For more great activities, information, and what you can do to prevent marine debris visit [www.marinedebris.noaa.gov](http://www.marinedebris.noaa.gov)

# Cleaning Up the Beach



This is a game that can be played with two people, but we recommend playing it with a group. The READER asks each person (in turn) to call out a word until the blanks are filled in. Then the READER reads the entire silly story to the group.



**Last year, we had a very successful beach cleanup in our community.**

\_\_\_\_\_ helped out along with \_\_\_\_\_ ,  
FEMALE CELEBRITY MALE PLAYER

\_\_\_\_\_, and \_\_\_\_\_ .  
FEMALE PLAYER MALE CELEBRITY

I got the \_\_\_\_\_ job of picking up all of the \_\_\_\_\_  
ADJECTIVE NOUN PLURAL

and I found \_\_\_\_\_ of them. \_\_\_\_\_ had a  
NUMBER MALE PLAYER

\_\_\_\_\_ job himself. He wore gloves so that he wouldn't  
ADJECTIVE

get any \_\_\_\_\_ on his \_\_\_\_\_. We all yelled  
TYPE OF GARBAGE CLOTHING

\_\_\_\_\_ when \_\_\_\_\_ found a  
EXCLAMATION! FEMALE PLAYER

\_\_\_\_\_ stuck in the sand. But the most \_\_\_\_\_  
NOUN ADJECTIVE

piece of garbage we found was a \_\_\_\_\_. By the end of the day,  
NOUN

we had found \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_  
NUMBER NOUN PLURAL NUMBER NOUN PLURAL NUMBER

\_\_\_\_\_. The beach was a much cleaner, safer place to play!  
NOUN PLURAL

LESSON SIX

HANDOUT

## Data Collection Form – Litter in Our Neighborhood

Student Name: \_\_\_\_\_

Shoreline and Recreational Activities	Tally ( <b>III</b> )	Total
Bags		
Balloons		
Beverage Bottles (Glass)		
Beverage Bottles (Plastic) ≤ 2 liters		
Beverage Cans		
Caps/Lids		
Clothing, Shoes		
Cups/Plates/Utensils		
Food Wrappers & Containers		
Pull Tabs		
Shotgun Shells/Wadding		
Six-Pack Holders		
Straws/Stirrers		
Toys		
Ocean and Waterway Activities	Tally ( <b>III</b> )	Total
Bait Containers/Packaging		
Bleach/Cleaner Bottles		
Buoys/Floats		
Crab/Lobster/Fish Traps		
Crates		
Fishing Line		
Fishing Lures/Light Sticks		

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LESSON SIX

**HANDOUT**

Ocean and Waterway Activities	Tally ( <b>III</b> )	Total
Fishing Nets		
Light Bulbs/Tubes		
Oil/Lube Bottles		
Pallets		
Plastic Sheeting/Tarps		
Rope		
Strapping Bands		
Smoking-Related Activities	Tally ( <b>III</b> )	Total
Cigar Tips		
Cigarette Lighters		
Cigarettes/Cigarette Filters		
Tobacco Packaging/Wrappers		
Dumping Activities	Tally ( <b>III</b> )	Total
55-Gallon Drums		
Appliances		
Batteries		
Building Materials		
Cars/Car Parts		
Tires		
Other Items Found	Tally ( <b>III</b> )	Total
Total Number of Litter Objects Collected in Our Neighborhood		<input type="text"/>

Derived from ICC Data Card—Ocean Conservancy

(Page 2 of 2)

## Animal Tales



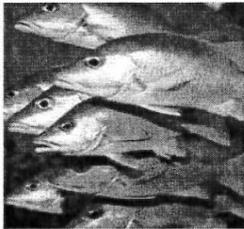
### SEABIRD

I look for food in the piles of seaweed and shells that wash up on the beach by the tides. If I can, I will eat food that has already been caught by someone or something else. I also like to eat fish eggs, which are round and clear.



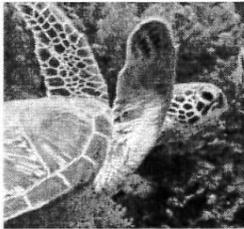
### SEA LION

I like to play in the water and I am curious about new things. I like to investigate objects that float on the surface of the ocean. My nose is perfect for poking into things – but sometimes I can get caught.



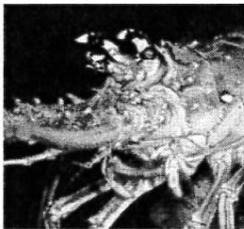
### FISH

I swim into holes and near objects that offer shelter from bigger fish. If a lot of smaller fish are gathered in one area, I may swim closer to see if I can eat them for lunch.



### SEA TURTLE

I am a turtle that lives in the ocean. One of my favorite foods is jellyfish. Jellyfish float near the surface of the water and you can see right through them!



### LOBSTER

I crawl along the bottom of the ocean searching for food. ometimes I find a meal inside a wooden crate resting on the ocean floor—but once I get into the crate, I can't get out again.

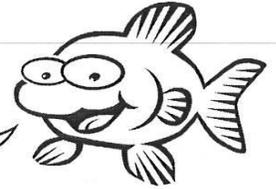
# No Excuses



**Have you ever littered and thought you had a good reason for it?**

When people litter, they sometimes think that they have a good reason for it. But, there is NEVER a good excuse for littering. Take a look at the list of reasons people use for littering. Put a checkmark next to the excuses you have heard people use when they litter.

If your friends or family use these excuses, remind them that there are no good excuses for littering and ask them to throw their trash away in a trash can.



- |   |  |
|---|--|
| <input type="checkbox"/> There's already trash there.                                 | <input type="checkbox"/> Nobody told me not to.                        |
| <input type="checkbox"/> Why shouldn't I?   | <input type="checkbox"/> The trash can was too yucky to touch.         |
| <input type="checkbox"/> I don't want to mess up my back pack.                        | <input type="checkbox"/> Animals will eat the apple core.              |
| <input type="checkbox"/> It's too hard to find a trash can.                           | <input type="checkbox"/> It's so tiny, it won't matter.                |
| <input type="checkbox"/> Mom would get upset if she knew I ate a snack before dinner. | <input type="checkbox"/> Bees were around the trash can.               |
| <input type="checkbox"/> Everyone else does it!                                       | <input type="checkbox"/> I saw an adult do it.                         |
| <input type="checkbox"/> Someone else will pick it up for me.                         | <input type="checkbox"/> I don't care about the beach.                 |
| <input type="checkbox"/> It's JUST a candy wrapper.                                   | <input type="checkbox"/> There wasn't a sign telling me not to litter. |
| <input type="checkbox"/> It's too heavy to carry.                                     | <input type="checkbox"/> It fell out of my pocket.                     |

**14**

For more great activities, information, and what you can do to prevent marine debris visit [www.marinedebris.noaa.gov](http://www.marinedebris.noaa.gov)

# Science Standards for Marine Mammal Life Program

## Kindergarten:

Life Science 2a: Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).

Life Science 2c: c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

Investigation & Experimentation 4a: Observe common objects by using the five senses.

## 1<sup>st</sup> Grade:

Life Science 2a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

Life Science 2b: Students know both plants and animals need water, animals need food, and plants need light.

Life Science 2c: Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

Life Science 2d: Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

## 2<sup>nd</sup> Grade:

Life Science 2a: Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.

Life Science 2c: Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.

## 3<sup>rd</sup> Grade:

Life Science 3a: Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

Life Science 3b: Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

Life Science 3c: Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

Life Science 3d: Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

#### **4<sup>th</sup> Grade:**

Life Science 2b: Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

#### **5<sup>th</sup> Grade:**

Earth Science 3a: Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.

Investigation & Experimentation 6a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.

#### **6<sup>th</sup> Grade:**

Ecology 5a: Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.

Ecology 5c: Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

Ecology 5d: Students know different kinds of organisms may play similar ecological roles in similar biomes.

Ecology 5e: Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

## Vocabulary & Terms for Marine Mammal Life Program

- Baleen: Keratin plates or slats with fringed inner edges that hang from the roof of the mouth in some whales to filter feed.
- Blubber: A layer of fatty tissue below the skin of most marine mammals.
- Camouflage: Markings on an animal's body that help it to blend in with its background.
- Cetaceans: The taxonomic classification of whales & dolphins.
- Echolocation: The ability to assess the environment by emitting sounds and listening to the echoes.
- Fins: An appendage of a marine animal that serves the animal in swimming, steering, or maintaining balance.
- Flukes: The two lobes of a cetacean's tail.
- Habitat: The place where a plant or animal naturally lives or grows.
- Mammal: Vertebrates that have 5 characteristics that set them apart from other animals. The 5 characteristics are they: breathe air, give live birth, nurse their young/drink milk when young, have hair at some point in their life, and are warm blooded.
- Melon: A fatty structure in the forehead region of toothed whales & dolphins, used during echolocation.
- Predator: An animal that hunts and eats other animals for food.
- Prey: An animal that is hunted by another for food.
- Vertebrate: An animal with a backbone.

## Follow up Activities for Marine Mammal Life Program

- Gather various sized combs and various sized small objects, such as cereal, pebbles, uncooked peas, pasta, beans, rice, etc. Place several of the small objects into cups of water. Have students use the different sized combs to strain the objects out of their container and have them record their observations. Then have them compare what the combs are doing to the way a baleen whale feeds. (Activity taken from *Out of the Box Science: Marine Mammals*)
- Have students create a “Save a Marine Mammal” Poster. This would be a great activity to conduct after discussing the Marine Mammal Protection Act of 1972 and the Endangered Species Act of 1973.
- Integrate math into what they have learned! Ask the following questions...
  1. Gray whales can swim at about four miles an hour while migrating south. How many miles can they travel in one day? (96 miles)
  2. Gray whales travel about 6,000 miles one way to get to Baja California, Mexico. If they swim 100 miles per day, how many days does it take to arrive at their destination? (60 days)
  3. If a gray whale calf is 1,500 pounds when it is born and gains 50 pounds a day, how much will it weigh in 30 days? (3,000 pounds)
  4. An adult gray whale may weigh 80,000 pounds when it arrives in Baja California. If it lost 25% of its weight while in the lagoons, how much would it weigh? (60,000 pounds)
- Have the students build a gray whale, using one of the students as a base. Have students use the body part cards on the next page to label each of the whale body parts. This can also be done with dolphins and sea lions. (Activity taken from *Cetacean Curriculum*)
- Have the students write a letter to me (Melanie, State Parks Interpreter) about what they learned and/or liked from their field trip to California State Parks. The letters can be sent to: 21601 Pacific Coast Highway, Huntington Beach, CA 92646. Upon receiving the letters, I will send back a certificate and letter to each student.

**BODY PART CARDS**

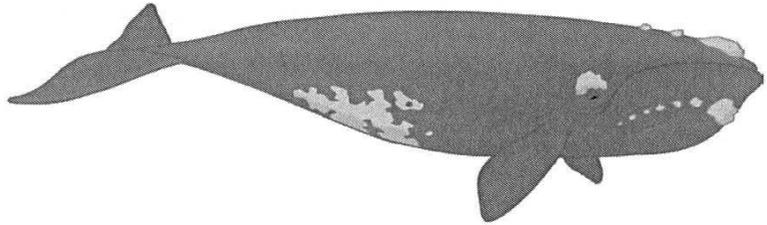
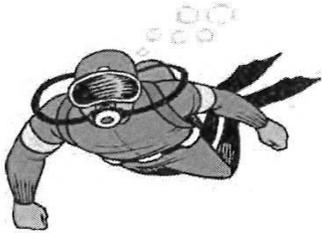
<b>FLUKES</b>	<b>DORSAL FIN</b>
<b>PECTORAL FIN</b>	<b>BLOWHOLE</b>
<b>ROSTRUM</b>	<b>MELON</b>
<b>BALEEN</b>	<b>TEETH</b>





**Scuba Gear Adaptations  
WORKSHEET**

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

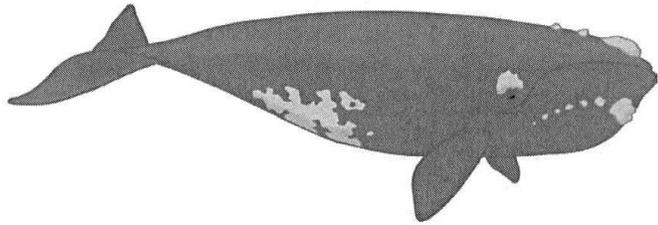


Scuba or snorkeling equipment	How does it help in the water?	Related biological adaptation	How would it make life on land harder for a whale?
SCUBA (air) tank and regulator			
Fins			
Goggles			
Wet suit			
Buoyancy compensator (BC)			



## Scuba Gear Adaptations

### ANSWER KEY

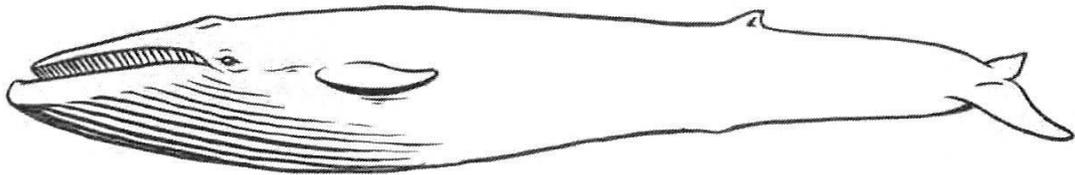


Scuba or snorkeling equipment	How does it help in the water?	Related biological adaptation	How would it make life on land harder for a whale?
<b>SCUBA (air) tank and regulator</b>	Provides oxygen to breathe	Blowhole	Blowhole would still work on land; there would be plenty of air available.
<b>Fins</b>	Can swim better, faster, and farther	Fluke	Whales would not be able to walk on land with their fluke.
<b>Goggles</b>	Can see underwater	Eyes	Whales' eyes are adapted to looking through water; they would dry out on land.
<b>Wet suit</b>	Keeps diver warm in cold water	Blubber	Whales would overheat on land without being in cool water.
<b>Buoyancy compensator (BC)</b>	Helps a diver to float	Blubber	Whales would be too heavy on land with their thick layer of blubber.



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

1. Put a red X on the fluke.
2. Draw an orange triangle on the dorsal fin.
3. Draw a blue square around the flipper.
4. Draw a green circle around the eye.
5. Draw a yellow arrow pointing to the blowhole.
6. Draw a purple oval on the baleen.
7. Draw pink lines on the throat grooves.
8. Color the whale's skin gray.

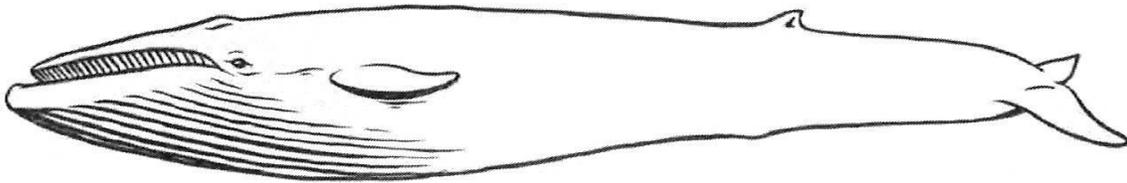




**Whale Part Functions  
WORKSHEET**

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

Draw a line from the whale part to its function.



Baleen

Makes the whale stable  
and aids in balance.

Blow Hole

These are used for steering and  
turning.

Fluke

Propels the whale forward.

Blubber

Feeding mechanism that strains  
plankton from the water.

Flippers

This is used to breathe air at the  
surface of the water.

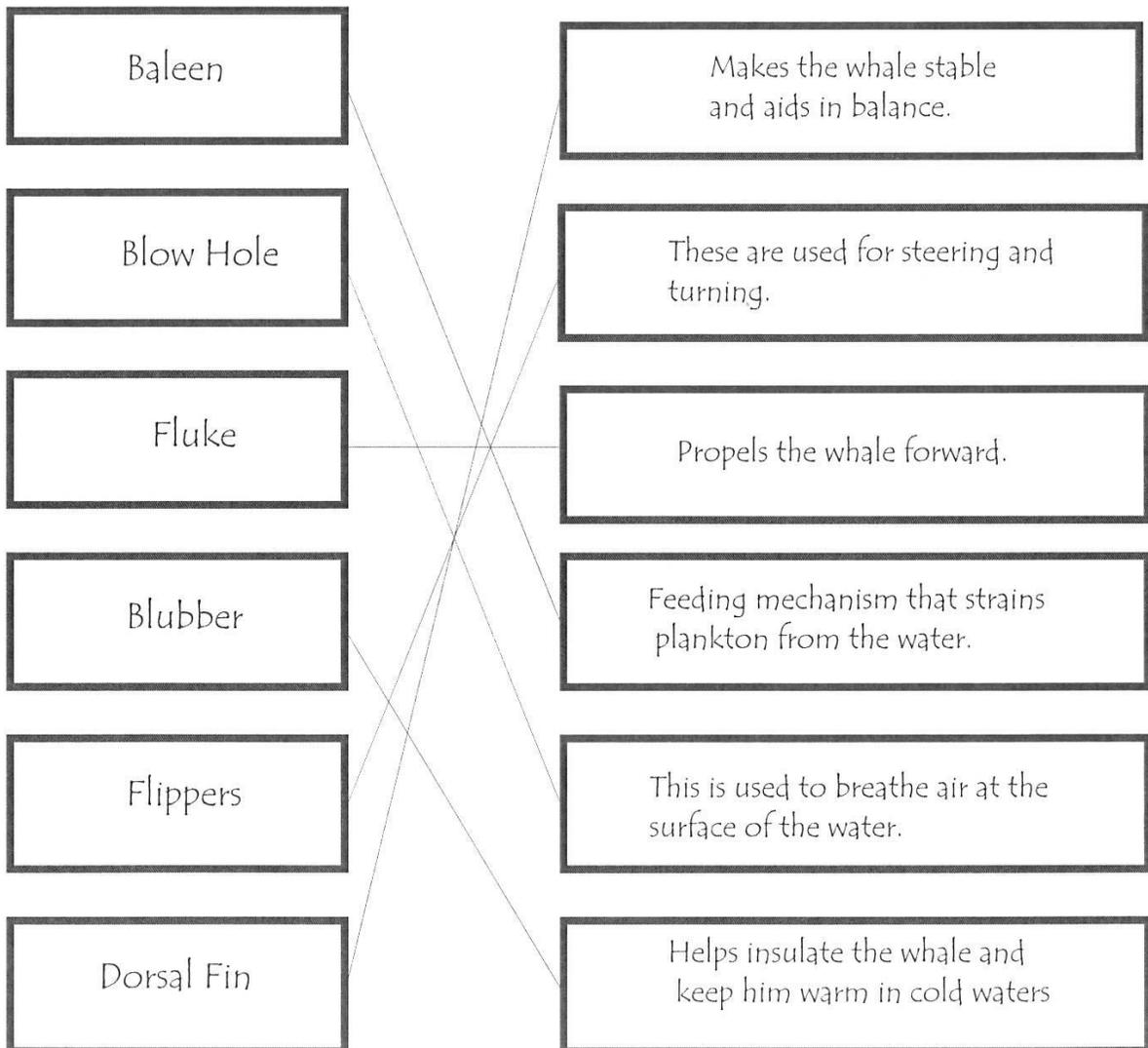
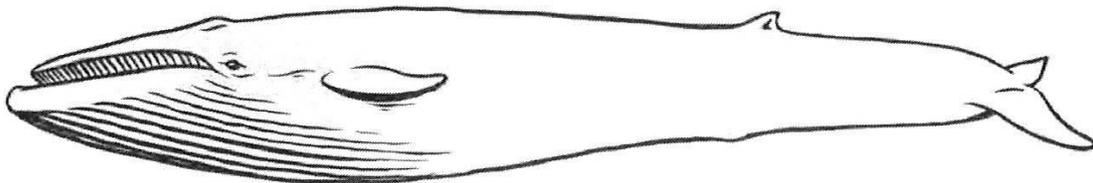
Dorsal Fin

Helps insulate the whale and  
keep him warm in cold waters



## Whale Part Functions

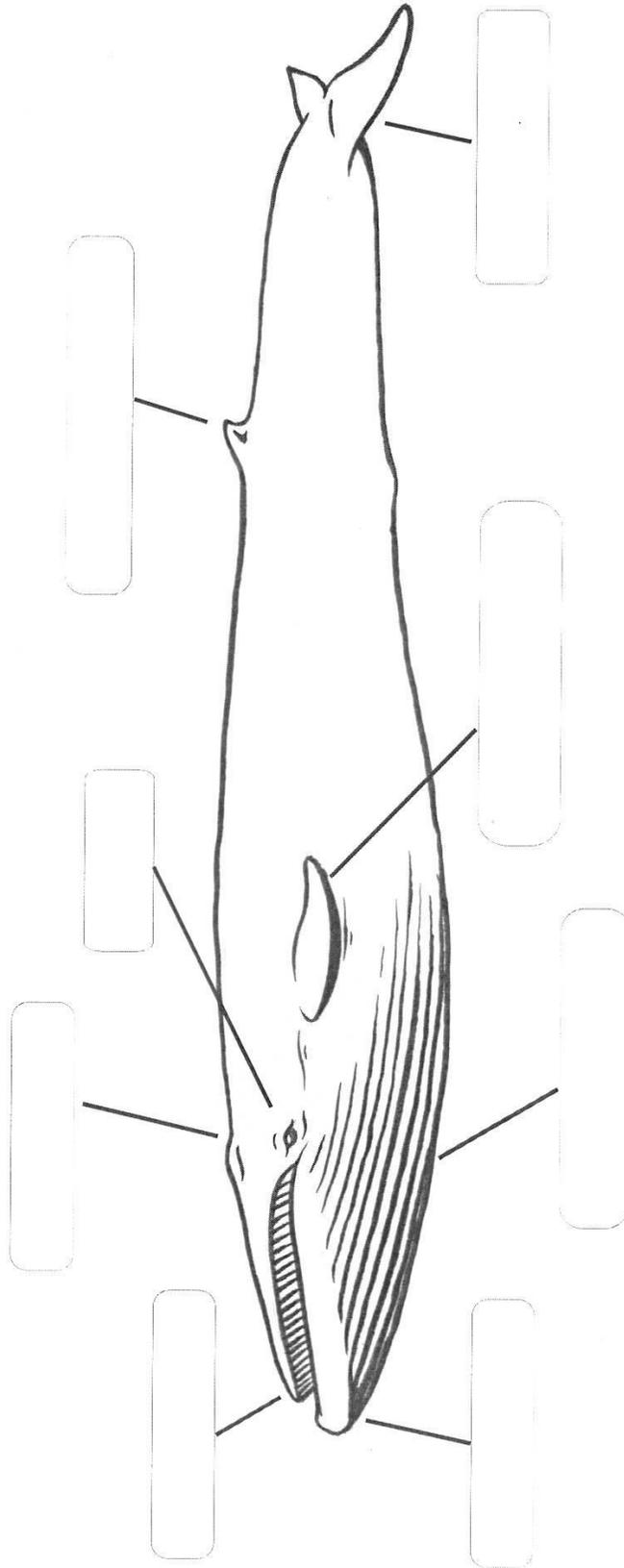
### ANSWER KEY



**Whale Anatomy  
WORKSHEET**

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

Use the words below to help you label the parts of the whale.



Fluke	Dorsal Fin	Eye	Throat Grooves
Mouth	Flippers	Baleen	Blowhole

