

# CHAPERONE GUIDE

“Get a Grip”

Discussion Questions

Welcome! Today we will be looking at how **tidepool animals** survive in the rocky shore environment; specifically, how they are able to withstand **waves**.

Use the questions below to assist your students in their discoveries.

## At the Wave Crash Exhibit:

Watch an animal in the exhibit.

- **What happens** when the waves crash on that animal?
- **What does the animal do** when the wave crashes against it?
- Do you notice anything about the animal’s **body shape or features** that could help it survive in the tidepools?

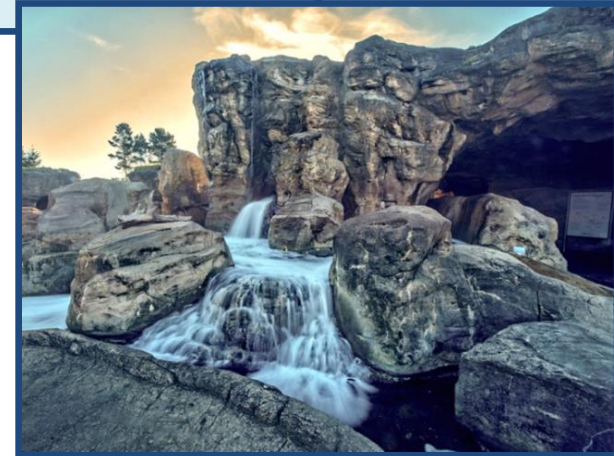
## In the Classroom:

- What do you notice about this animal?
- What **body feature(s)** do you notice that could help it to survive the crashing waves?
- What do you think it **does** to survive the crashing waves? (think of a behavior)

Tips!

Try these questioning strategies to elicit deeper responses:

- Can someone add to that?
- Does someone have a different idea?
- What makes you think that?





# Clingfish Station

*How does it grip?*



## Leader Instructions:

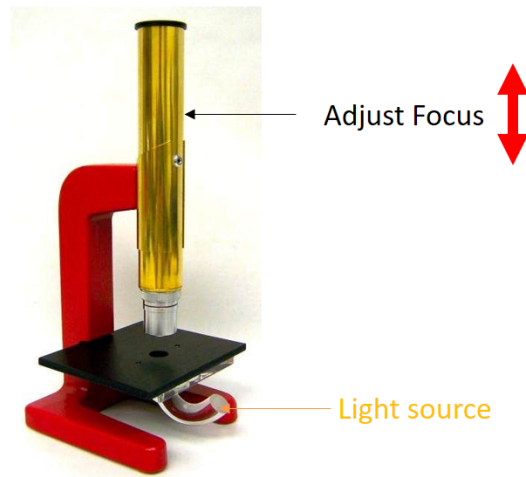
1. Identify station/animal and trace the name.
2. Remind students that this is **not a touch station**.
3. Observe: Have students share out features that they notice, including whether it looks soft or hard. Make sure that they look closely at the underside of the fish.
4. Draw fish.
5. Remind students that this fish grips rock. Have them compare suction on a smooth plastic surface versus the rock.
6. How does it grip? Each student may circle their choice but take group consensus for the group sheet.



# Mussel Station

How does it grip?

**To adjust focus, move column slightly up or down**



## Leader Instructions:

1. Identify station/animal and trace the name.
2. Remind students that this is **not a touch station**.
3. Observe: Have students share out features that they notice, including whether it looks soft or hard. Have them examine the mussel shells.
4. Draw mussels – during this time, have students come up to view the microscopes. The image that they are viewing is what a mussel uses to grip. Check focus after each student.
5. How does it grip? Each student may circle their choice but take group consensus for the group sheet.



# Sea Urchin Station

*How does it grip?*



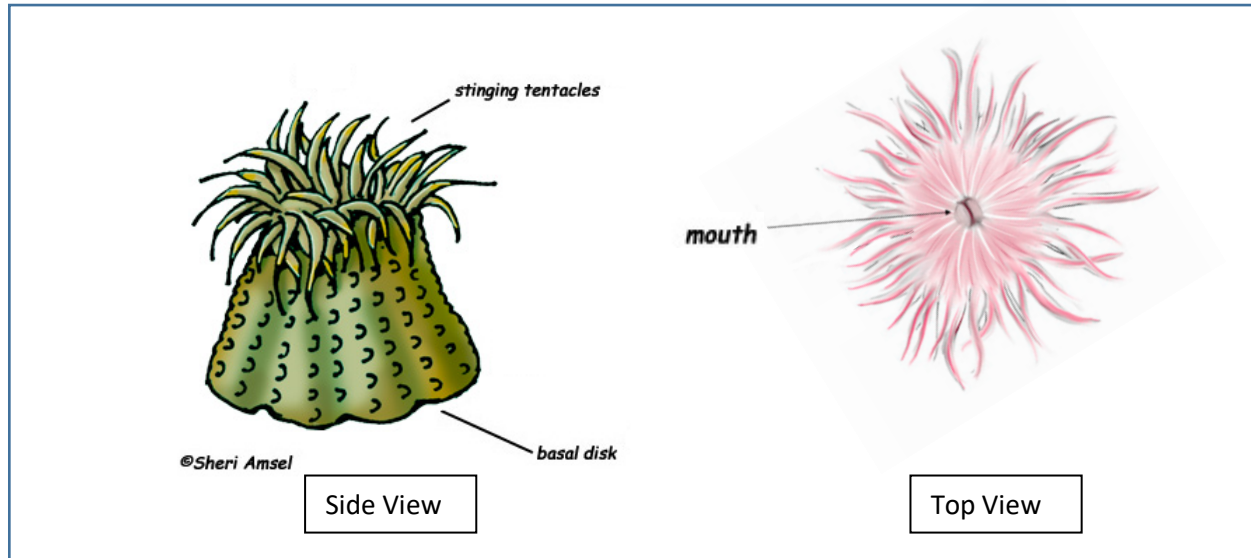
## Leader Instructions:

1. Identify station/animal and trace the name.
2. Observe: Have students share out features that they notice, including whether it looks soft or hard. Students may also touch the urchin objects during this time.
3. Draw urchin. As students draw, allow students come up to **touch one at a time**. They should gently place 1 finger among the spines. As they hold it there, the urchin's spines will gently hug their finger.
4. How does it grip? Each student may circle their choice but take group consensus for the group sheet.

How does it grip?



# Sea Anemone Station



## Leader Instructions:

1. Identify station/animal and trace the name.
2. Observe: Have students share out features that they notice, including whether it looks soft or hard.
3. Draw anemone. As students draw, allow students come up to **touch one at a time**. Use the anemone model to demonstrate how to touch. Student may gently touch the anemone's tentacles and column with 1 finger. Avoid the central area where the mouth/anus is.
4. How does it grip? Each student may circle their choice but take group consensus for the group sheet.