

MARINE HABITAT CARDS

HOW TO USE?

See [Teacher Outline Marine Habitat](#) for activities and slide set [Marine Habitats](#) for further context.

1. Use the habitat cards to PLAY the true false card game to test knowledge of habitat and fish adaptations [slide 33] (see pages 6-7). Complete the following:
 - a. Print a copy of the true false cards and hand out one copy per group
 - b. Learners work in groups to classify cards as true or false
 - c. Review and discuss as a class: What did we learn? What do we want to know more about? How might we find out this information? Identify and discuss new words
2. MATCH marine species to their correct habitat using the habitat cards (page 8).

Easy version:

- a. Print a copy of habitat and ten marine creature cards on to card, cut and hand out one copy per group.
 - b. Start by looking just at the fish. Which one of these ten cards shows a creature that is not classified as a fish?
 - c. Discuss: Why not (warm blooded v cold blooded; breathes air using lungs v gills...). What do fish and this creature have in common? (Vertebrates, live in water, fins, eyes, mouth...).
 - d. As a class look at the fish one by one. Identify characteristics about the fish that might be adaptations to live in a particular habitat.
 - e. Look at habitats one by one. Discuss the different qualities of each habitat and what adaptations a fish might need to live in each one.
 - f. In groups have learners match fish to the habitat based on their observation of adaptations.
 - g. Reflect: What did we learn? What do we want to know more about? How might we find out this information? Identify and discuss any new words and any words that learners don't know.
3. Harder version (page 11):
 - a. Print a copy of (harder) habitat and creature cards on to card, cut and hand out one copy of fish (only for starters) and habitats per group.
 - b. In groups learners figure out names for each habitat picture and match fish to each habitat based on their observation of fish adaptations.
 - c. Then match the other Aotearoa New Zealand sea creatures to the correct habitat.



- d. As a fun exercise see if learners can figure out which of the other Aotearoa New Zealand creatures match with which habitat? Share answers as a class.
 - e. Discuss similarities and differences between the dolphin and fish.
 - f. Discuss why the dolphin isn't classified as a fish (warm blooded v cold blooded; breathes air using lungs v gills...). What do fish and dolphins have in common? (Vertebrates, live in water, fins, eyes, mouth...).
 - g. Reflect: What did we learn? What do we want to know more about? How might we find out this information? Identify and discuss any new words and any words that learners don't know.
4. Have a closer look at some [Deep Sea Exploration](#) via the National Aquarium of New Zealand website and give their activities a go! [slide 33].
5. EXPLORE the impact overfishing can have on habitats using the example of snapper and kina barrens [slide 33 & 34]. WATCH the short [VR underwater film clips](#) and OBSERVE the characteristics of kina barrens [see slide 33 & 34].

EXTENSION / Homework

- 1. Learners research a habitat and the community of creatures that live there and create their own set of cards for a specific habitat
- 2. Apply knowledge to an imaginary habitat! Create a creature with features adapted to your imaginary habitat! Label key features of your creature and/or write a paragraph explaining the features of your habitat and the adaptations of your creature!



TRUE FALSE CARDS (FALSE)

FISH ARE INVERTEBRATES (HAVE NO BACKBONE)

MOST FISH ARE WARM BLOODED

FISH COME TO THE SURFACE TO BREATHE AIR USING LUNGS

FISH WITH FORKED TAILS ARE SLOW SWIMMERS

BOXY SHAPED FISH ARE USUALLY VERY FAST SWIMMERS

FISH HOLD THEIR BREATHE SO THEY DON'T SINK

THE COLOUR OF A FISH HAS NOTHING TO DO WITH WHERE
IT LIVES

DEEP SEA FISH USUALLY HAVE SMALL RATHER THAN BIG EYES



TRUE FALSE CARDS (TRUE)

THERE ARE OVER 30,000 SPECIES OF FISH

SHARKS & RAYS ARE ALSO CALLED CARTILAGINOUS FISH

FISH BREATHE USING GILLS

MOST TORPEDO SHAPED FISH ARE FAST SWIMMERS

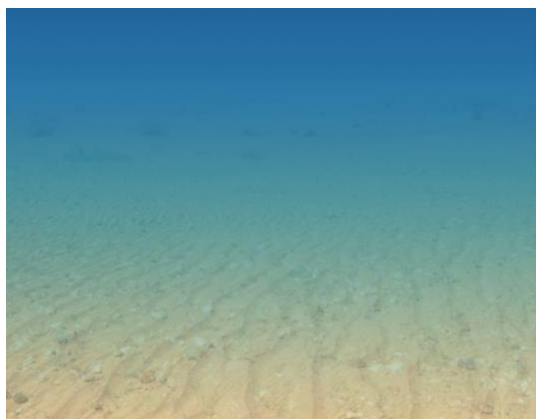
MOST FISH THAT WE EAT (LIKE TĀMURE OR SNAPPER)
ARE BONY (RATHER THAN CARTILAGINOUS) FISH

MOST BONY FISH HAVE A GAS FILLED SWIM BLADDER
FOR BUOYANCY (SO THEY DON'T SINK OR FLOAT)

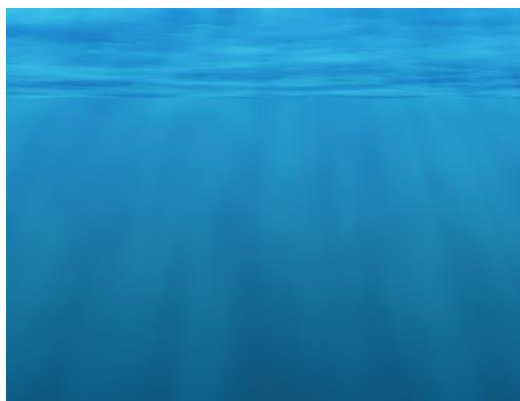
CAMOUFLAGE [ABILITY TO BLEND IN] IS USUALLY THE
REASON FOR THE COLOUR OF A FISH



HABITAT CARDS [EASIER]



Soft /Sandy



Open Water



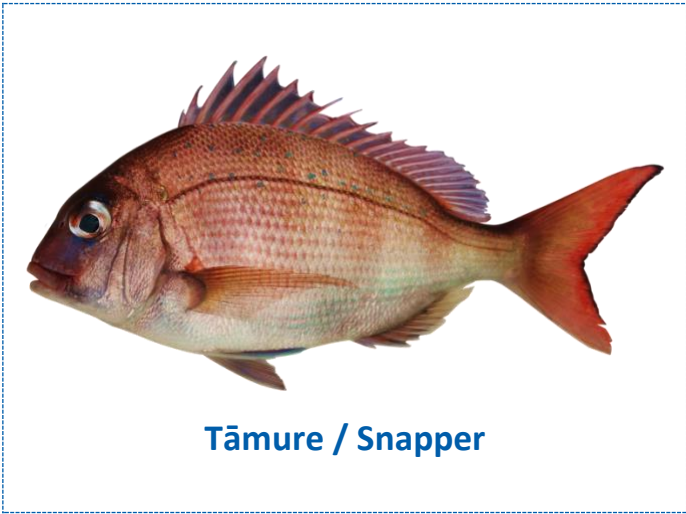
Hard / Rocky



Deep Ocean



Ling



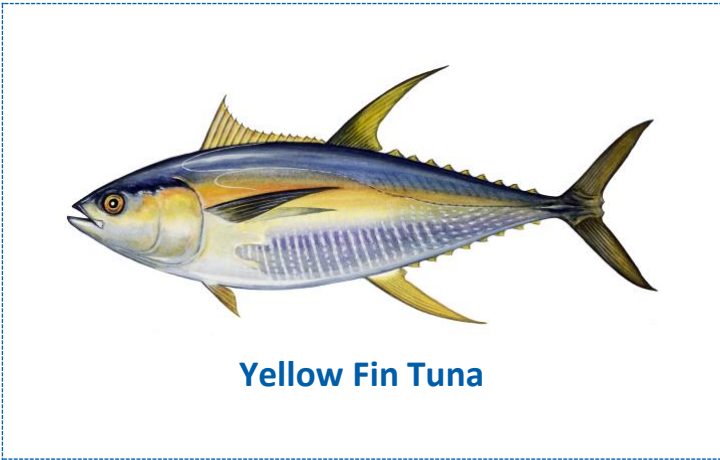
Tāmure / Snapper



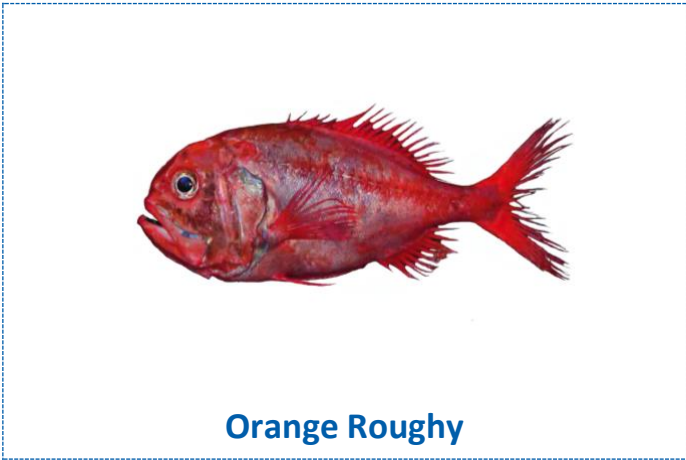
Pāpahu / Dolphin



Paketi / Pākirikiri / Spotty



Yellow Fin Tuna



Orange Roughy



Whai / Sting ray



Mangō / Shark



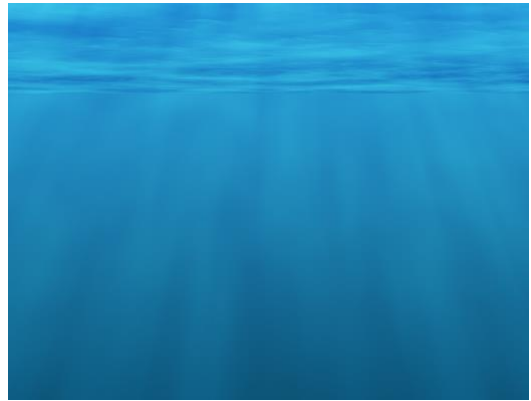
Hoki



Butterfly fish



HABITAT CARDS [HARDER]





Ling



Tuangi / Cockle



Tio / Oyster



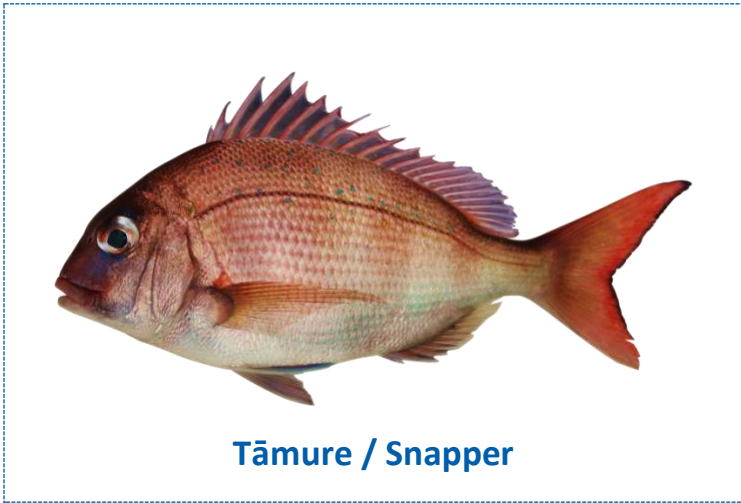
Paketi / Pākirikiri / Spotty



Yellow Fin Tuna



Orange Roughy



Tāmure / Snapper



Tipa / Tupa / Scallop



Pāpahu / Dolphin



Mangō / Shark



Pāpaka / Crab



**Pātangatanga / Pātanga /
Pekapeka / Starfish**



Whai / Sting ray



Whēke / Octopus



Hoki



Karorā / Little Blue Penguin



Kina / Sea urchin



Butterfly fish