

FLINT RIVER QUARIUM

Critter Hunt Facts Teacher Key

- 1. Tiger Salamander** – Mountain Springs
Largest terrestrial (land living) salamanders in North America.
- 2. Sailfin Shiner** – Whitewater Shoals
Hides in the plants.
- 3. Alligator Snapping Turtle** – Blue Hole Spring
One of the largest fresh water turtles in the world.
- 4. Greater Siren** – Blackwater Swamp
When caught, these animals may yelp.
- 5. Barbour's Map Turtle** – Flint River
Only live in the Apalachicola Chattahoochee Flint (ACF) River Basin.
- 6. Spotted Gar** – Flint River
Eat crayfish, insects, small fish and shrimp.
- 7. Largemouth Bass** – Lake Seminole
When they open their mouth it creates a vacuum and it sucks in any animal that will fit.
- 8. Florida Softshell Turtle** – Lake Seminole
Use a suction-like mouthpart (like a vacuum cleaner) to catch prey.
- 9. Gopher Tortoise** – Longleaf Pine Community
Called a “keystone species” because it provides homes and food for over 360 types of animals.
- 10. Green Tree Frog** – Bog
Named the Georgia state frog in 2005. This is the frog that you find on windows eating insects.
- 11. Seahorse** – Oyster Bed
Daddy seahorses carry the young in a pouch on their stomach.
- 12. Octopus** – Discovery Slough
They are intelligent creatures and can change colors.
- 13. Clown Fish** – Discovery Slough
They live in sea anemones (animals that look like flowers) which protect them.
- 14. Striped Bass** – Blue Hole
Could not live in the Flint if it were not for the cold water of the blue holes.
- 15. Catfish** – Blue Hole
Catfish do not have scales.
- 16. Sturgeon** – Blue Hole
Are not found in the Flint River anymore. They cannot swim upstream because the dams are in their way.
- 17. Bowfin** – Blue Hole or Spring Run/Cypress Creek
Uses scent (smell) as much as sight and captures food by gulping water.
- 18. Red-bellied Piranha** – World of Water
They prefer to scavenge (eat animals that are already dead).
- 19. Mudskipper** – World of Water
They are fish that live most of their lives out of water.
- 20. American Alligator** – Spring Run/Cypress Creek
They have 3 eyelids. They close the 3rd eyelid for protection from moving debris in the water.
- 21. Red-winged Blackbird** - Aviary

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This animal eats grasses, grains, weeds, spiders and insects, but may also eat dead animals.

22. Bluejay - Aviary

These animals like to collect food and store it away.

23. Great Egret - Aviary

The oldest egret known, lived to be 23 years old which is old for a bird.

24. Northern Bobwhite – Aviary

This animal is also called a quail and is hunted for its meat.

Georgia Performance Standards

Kindergarten

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

SKCS6. Students will understand the important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

- a. In doing science, it is often helpful to work with a team and to share findings with others.

SKL2. Students will compare the similarities and differences in groups of organisms.

- a. Explain the similarities and differences in animals. (color, size, appearance, etc.)

ELAKR1 The student demonstrates knowledge of concepts of print. The student

- a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.

ELAKLSV1 The student uses oral and visual skills to communicate. The student

- a. Listens and speaks appropriately with peers and adults.
- b. Follows two-part oral directions.
- c. Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).
- g. Communicates effectively when relating experiences and retelling stories heard.
- h. Uses complete sentences when speaking.

First Grade

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

S1L1. Students will investigate the characteristics and basic needs of plants and animals.

- d. Compare and describe various animals—appearance, motion, growth, basic needs.

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

- a. Follows three-part oral directions.
- b. Recalls information presented orally.
- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
- f. Uses complete sentences when speaking.

Second Grade

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

ELA2LSV1 The student uses oral and visual strategies to communicate. The student

- a. Interprets information presented and seeks clarification when needed.
- b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain.
- c. Uses increasingly complex language patterns and sentence structure when communicating.
- d. Listens to and views a variety of media to acquire information.
- e. Increases vocabulary to reflect a growing range of interests and knowledge.