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Living Oceans  
Foundation

## STANDARDS

- **CCSS:** RST.9-10.2, 4, 5, 7, 8, 9, 10; RST.11-12.2, 4, 8, 10; SL.9-10.4; SL.11-12.4
- **NGSS:** HS-LS1-1
- **OLP:** 5.C.22

## ONLINE CONTENTS

- [Coral Anatomy Quiz](#)
- [Coral Anatomy Interactive](#) (at bottom of *Coral Anatomy* section) Use the interactive program to learn and explore more about the anatomy of a stony coral polyp.
- [What Are Corals? Video](#) Corals are animals. An individual coral's body, called a polyp, is mostly stomach, with a mouth on top. Its mouth is ringed with tentacles - but these just aren't any tentacles, they're lined with stinging cells, some filled with venom (neurotoxins) that paralyze their prey.
- [Form Fits Function Video](#) Ever heard the phrase form fits function? It's when the shape of something is designed for the job it is supposed to do. When applied to sea creatures it means their body parts are a good match for their role in the animal's survival.

# CORAL ANATOMY

This lesson is a part of the *Coral Anatomy* unit, which explains some of the characteristics and structures of corals, and how they function. Below is a summary of what is included in the entire unit.

## UNIT CONTENTS

### A. [Background Information](#)

- Coral Anatomy
- Form Fits Function

### B. Lessons

#### [Watch it! What Are Corals?](#)

- A worksheet to accompany the [What Are Corals?](#) video

#### [Watch it! Form Fits Function](#)

- A worksheet to accompany the [Form Fits Function](#) video

#### [Interactive Coral Polyp](#)

- A worksheet to label the structures of a coral polyp and describe their function

#### [Fitting the Function](#)

- A crossword puzzle to match the coral structures to their function

#### [Coral Anatomy Quiz](#)

- A matching quiz to match the coral structures to their function

#### [Coral Polyp Eco-Art](#)

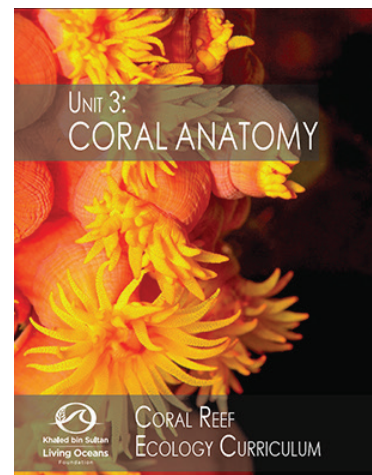
- An art project to design and build a coral polyp using recycled materials

#### [Form Fits Function](#)

- A lesson to design a poster of any plant or animal, labeling the parts and their functions

#### [Read it! Swimming Among Soft Corals](#)

- A worksheet to accompany the [Swimming Among Soft Corals of the Great Barrier Reef](#) field blog



# READ IT!

# SWIMMING AMONG SOFT CORALS

## INSTRUCTIONS:

1. Read *Swimming Among Soft Corals of the Great Barrier Reef*, a blog from our Great Barrier Reef, Australia mission (<http://www.lof.org/swimming-among-soft-corals-great-barrier-reef/>).
2. While reading the blog, take notes and connect it to your prior learning. Note things that you agree or disagree with. There is a space, below, for this.
3. Next, document what you like and dislike about this blog in the space below. Be sure to pay attention to things like style and tone, along with the content and visual design. Be sure to *explain* what it is that you do or do not like about each element.
4. Answer the questions.

## NOTES

## LIKES

## DISLIKES

1. What is the central idea of this blog?
2. On what area of the reef are most soft corals found? Why do you think this is? Cite specific textual evidence to support this.
3. Did the author fully support his claim? Explain why you think this.
4. *Sclerites*, *proteinaceous*, and *turbidity* are specific vocabulary for the topic of this blog. Define them below.
5. Write a sentence of your own creation that connects the three words from #4, above.
6. Is this blog a reliable source for scientific information? Why or why not?
7. Do you notice any bias in this writing? If so, what?

