

PUZZLE IT OUT (CUT EACH SENTENCE OUT BY WORDS AND PLACE IN SEPARATE ENVELOPES)

1. Harvesting soft-shell clams, *Mya arenaria*, provides an income for many of the local people in our communities.

2. Our hypothesis is, “How does the place where

juvenile clams, *Mya arenaria*, live on a tidal flat at the upper, middle, or lower tidal zone affect how clams grow and survive?

3. We have the chance to help the industry thrive

through the DEI
clam project.

4. We need to find
out how to help
clams grow and
survive in our area.

5. We prepared our
clam containers
and clam packets
with juvenile clams.

6. We placed juvenile clams into the wild environment at the upper tidal zone, middle tidal zone, and lower tidal zone.

7. We used netting as a full protective

cover on half of the experimental containers.

8. We wrapped a mesh fence around some containers, but we did not cover the top of the containers.

9. We left the containers in the mud from June until September.

10. We dug up the containers, placed them in plastic bags, and tagged them according to their location in the

flat – high, middle,
or low tidal zone.

11. We spread the
contents of the
containers onto a
screen and sprayed
water over the
screen until the
mud/sand was
removed.

12. We placed the contents of each container including the living and dead shells and other debris into a plastic baggie with a label for that specific container.

13. We recorded our findings on data sheets.

14. We calculated each clam's initial length using calipers to measure the hatchery mark.

15. The hatchery mark is a disturbance line

that was laid down in the shell of each clam at the time the experiment was initiated.

16. We measured the final length of each clam's shell.

17. All information was recorded on our data sheets.

18. Now we must determine what the information tells us and how it relates to our hypothesis.