

## WHERE DOES THE WATER FLOW? (4-6)

**Overview:** In this activity, students will use a Bay watershed model identify Bay habitats and to learn where fresh and salt water meet, and how pollutants can enter the Bay. They will learn salt ponds are not connected to the bay but also provide food for shorebirds and waterfowl.

**Content Standards Correlations:** Science, p. 294

**Grades:** 4-6

**Key Concepts:** We all live in a watershed. The fresh water from the South Bay's creeks, pollution control plants, and storm drains end up in the Bay. Salt water from the ocean is brought to the Bay by the tides. The salt pond levees (walls) hold the salt pond water and the tides do not effect them.

### Objectives

**Students will be able to:**

- identify the five habitats of the Refuge
- explain the sources of salt water and fresh water in the Bay
- understand that salt ponds are human made and not connected to the Bay
- identify sources of water pollution in the watershed

### Materials:

**Provided by the Refuge:**

- 1 habitat mural with labeled habitats
- 1 South San Francisco Bay watershed model
- 12 Water Flow Identification Cards
- 12 Water Flow Containers
- 1 San Francisco Bay from Space poster
- 1 Salt production plant poster
- 1 Salt pond algae poster
- 1 picture of pickleweed
- 2 Food pyramid puzzles

### TIME FRAME FOR CONDUCTING THIS ACTIVITY

**Recommended Time:** 30 minutes

#### Introduction (5 minutes)

- Discuss habitats using the mural in the Pavilion

#### Model Activity (20 minutes)

- Show the different habitats on the South Bay Model
- Define the term watershed
- Discuss the source of salt water at the Refuge
- Have the students demonstrate Incoming/Outgoing Tide
- Discuss the fact that salt ponds are human made and are walled off from the bay with levees
- Discuss the source of fresh water on the refuge
- Have the students demonstrate the source of freshwater by pouring rain, outflow from the Water Pollution Control Plant, and Non point source runoff from the Storm Drain containers into the bay model
- Identify the sources of water pollution

#### Salt Pond Food Pyramids (5 minutes)

- Create food pyramids for the low and medium salinity salt ponds
- Discuss that salinity levels effect the species of animals that can live in the salt ponds

### HOW THIS ACTIVITY RELATES TO THE REFUGE'S RESOURCES

**What are the Refuge's resources?**

- significant wildlife habitat
- endangered species
- migratory birds

**What makes it necessary to manage the resources?**

- We are all part of the San Francisco Bay watershed. Pollution dumped down the storm drains and an abundance of fresh water from the water pollution control plant may alter the San Francisco Bay ecosystem.

**What can students do to help?**

Refuge staff study pollutants found in the Bay to see how they affect wildlife, but we need your help.

- Never dump anything down storm drains
- Label storm drains with warnings
- Use products in the home that do not contain heavy metals

---

## SUPPORTING INFORMATION FOR THIS ACTIVITY

### Habitats

- A habitat is a home for a plant or animal. It provides food, water, shelter, and space suitable to the plant or animal's needs.
- Each habitat has its own unique characteristics.
- On the refuge, there are a variety of habitats, each of which supports different plants and animals.

### Upland

- The upland is the raised portion of land located above the marsh, out of reach of the tides.
- There are a variety of native and nonnative (introduced by humans) plants in the upland. Native upland plants include California poppies and coyote brush. Introduced upland plants include sweet fennel, eucalyptus, wild oat, and acacia.
- Animals in the upland include rabbits, ground squirrels, gopher snakes, lizards, hummingbirds, and other small, upland birds.

### Tidal Slough

- Sloughs are natural waterways that carry bay water into the marsh twice a day during the flood (incoming) tide and back to the bay during the ebb (outgoing) tide.
- If the palm of one's hand is used to represent San Francisco Bay, a tidal slough may be thought of as a "finger of the Bay".
- The water entering the slough from the bay is brackish water which is a combination of ocean water, which enters the bay through the Golden Gate, and fresh water, most of which enters the Bay through the Delta (the Sacramento and San Joaquin Rivers).
- Fresh water enters some sloughs from creeks, rivers, water pollution control plants and storm drains.
- Small, drifting plants and animals (plankton) live in the slough water, along with a variety of fish. Egrets and herons fish in the slough water.
- Dabbling ducks, such as Mallards and Northern Shovelers feed on zooplankton and phytoplankton in the slough.

### Salt Marsh

- The salt marsh is a transition zone between the bay or slough and dry land. The salt marsh is a wetland habitat that is flooded by the tides twice daily.

- The wet and salty conditions cause the plants in the marsh to be shorter and less diverse than in the upland.
- The most dominant plant is pickleweed, other plants include, alkali heath, Australian saltbush, salt grass, and sea lavender.
- Animals in the salt marsh include voles, shrews, mice, spiders, crabs, clams, ducks, shorebirds, hawks, and egrets.
- The salt marsh is home to two endangered species that are found no where else-the Salt Marsh Harvest Mouse and the California Clapper Rail.
- Landfills, salt ponds, buildings, and roads were built on top of approximately 80% of the salt marsh surrounding South San Francisco Bay.

### Mudflats

- At low tide, when the slough water is carried out to the bay, the mudflats below the slough are revealed.
- A wide variety of animals live in the mud, these include snails, crabs, mussels, crabs, worms, and amphipods. Shorebirds feed on mud creatures in the mudflats.

### Salt Pond

- Salt Ponds are human-made habitats, created for the production of salt. Levees were built around the salt marshes, and then the marshes were flooded with bay water.
- The ponds that you can see from the refuge are part of a series of salt ponds that encompass the South San Francisco Bay. Periodically water gates are opened and water is pumped from the bay into the first salt pond, as the water gets saltier it is passed through the gates into succeeding salt ponds.
- Each pond has a unique salinity; the pond water becomes saltier as the sun and wind evaporate the water. After about 5 years, the salinity in the pond water is so high that salt crystals form and can be harvested, processed, and sold.

### Watershed

- A watershed is the region of land that drains into a creek, river, river system, or body of water. The San Francisco Bay watershed is a large area that stretches all the way to the Sierra Nevada. (see map on p. 13)

- 60% of California's fresh water flows into the San Francisco Bay watershed. The water runs through rivers and creeks to the San Francisco Bay and eventually out to the ocean.

### **Tide**

- The tide is the rise and the fall of the water. The tide is caused in part by the gravitational pull of the Moon on the Earth.
- Salt water from the ocean is brought to the Bay, the sloughs, and the salt marsh with the tide. Sloughs are natural waterways that carry Bay water into the salt marsh twice a day during the flood (incoming) tide and back to the bay during the ebb (outgoing) tide.
- The tide does not affect the salt pond. Salt ponds are walled off with levees from Bay water.

### **Water Pollution Control Plants**

- Sinks and toilets are connected to drains that transport wastewater to water pollution control plants, via the sanitary sewer system.
- When wastewater reaches the water pollution control plant, it goes through several different cleaning processes before the treated water is discharged into a large body of water, such as the San Francisco Bay.
- Although the water is treated, and much cleaner than it was before processing, it is still too costly to remove all traces of toxic substances. Therefore a tiny portion of the household product (usually heavy metal) escapes into the waterway.
- Too much fresh water discharged from the Water Pollution Control Plant, can alter the entire San Francisco Bay ecosystem, especially the tidal salt marsh habitat.

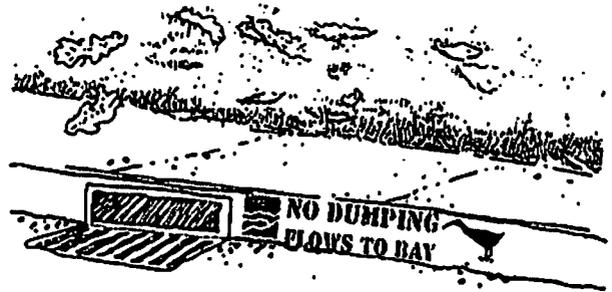
### **Storm Drains**

- In urban areas, fresh water from rain and sprinklers runs off the land, flows through storm drains and enters the Bay through creeks and rivers. Storm drains are located on city streets, parking lots, and highways.
- Storm drains are not connected to the sanitary sewer system that transports wastewater from our sinks and toilets to the water pollution control plants. Instead, the water that flows through the storm drains empty into large pipes that flow directly to the closest, creek, river, and then to the Bay.

- Because of this, storm drains have the potential to pollute our waterways. A major source of water pollution is caused by the combined effect of pollutants that are dumped by individuals around the home and garden.
- Many items at home (motor oil, paint, cleaning products, fertilizers, etc.) contain powerful substances that can cause pollution if they are not recycled or disposed of properly. If these products are carelessly washed into neighborhood streets and gutters, or soak into the ground from lawn watering, they can eventually reach waterways and cause environmental damage.
- Anything other than rain that is dumped into a storm drain can eventually pollute a creek, river, slough, tidal marsh, bay or the ocean. This is called urban runoff pollution.

### **Estuary**

- An estuary is defined as a body of water where the fresh water from a river or creek meets the salt water of the ocean's tides.
- Estuaries are particularly sensitive to pollutants because they are abundant with plant and animal life, often used for breeding by aquatic animals, and provide an environment where pollutants can easily collect.



---

## HOW TO LEAD THIS ACTIVITY BY FOLLOWING THE "DO, READ, ASK" TEACHING FORMAT

### Introduction (5 minutes)

#### Do

Have the students sit in front of the mural.

#### Read

"There are six different habitats at the refuge. In this activity we are going to learn about these habitats and the water in each of them, using the mural and the water flow model."

#### Ask

? **What is a habitat?** (A place for a plant or animal to make its home- a "neighborhood")

? **What does every plant and animal need to survive in its habitat?** (Food, Water, Shelter, Space)

#### Do

Point out the upland habitat on the mural.

#### Read

"This habitat is up above the marsh. It has trees and bushes that can grow on its land."

#### Ask

? **What is the name of this habitat?** (Upland)

? **What are some plants that grow in the upland?** (Sweet fennel, eucalyptus, wild oat, California poppy, and coyote brush)

? **Where do these plants get their water from?** (Rain)

? **Is rain fresh or salt water?** (Fresh)

? **Do you think that these trees and bushes can grow in the salty water? Why or why not?** (No- They have not developed special ways to get rid of the salt.)

#### Do

Point at the slough habitat

#### Read

"This habitat is a water way that is affected by the tides."

#### Ask

? **What is the name of this habitat?** (Slough)

#### Read

• "The slough is the waterway that is connected to the Bay. The tide brings the salt water from the ocean through the Bay and into to the marsh. So, twice a day the slough is filled with water, and twice a day it is not.

• Sloughs are connected to the watershed through creeks, rivers, and storm drains that lead freshwater to the bay."

#### Ask

? **What type of microscopic plants live in the slough?** (Tiny plants called phytoplankton live in the slough.)

? **What is the microscopic animal that lives in the slough?** (Zooplankton)

? **What types of animals that live in the slough eat phytoplankton and zooplankton?** (Fish)

#### Do

Point out the salt marsh habitat on the mural.

#### Read

"When the tide comes in and floods over the banks of the sloughs the Bay water begins flow over and through the plants another type of habitat that is found here on the refuge."

#### Ask

? **What is the name of this habitat?** (Salt Marsh)

#### Read

"The salt marsh habitat has different types of plants that can grow in its salty soil. The marsh plants at the edge of the slough are covered by bay water. Further into the flat marsh the tide covers only the plants roots. The salt marshes used to surround the Bay 100 years ago."

#### Ask

? **What is the main plant that grows in the salt marsh?** (Pickleweed)

#### Do

Show the picture of pickleweed.

#### Ask

? **What are some endangered animals that live in the salt marsh?** (Salt marsh harvest mouse, California clapper rail)

**Do**

Point to the drawing of the salt marsh harvest mouse and the California clapper rail on the mural.

**Read**

"The winding body of water is a tidal slough. When the tide goes out of the tidal slough and out to the bay the mudflat is exposed."

**Ask**

? **What are the names of some of the animals that live in the mud?** (Snails, crabs, clams, mussels, worms, insects, plankton)

? **What kind of birds use the mudflats to feed?** (Shorebirds)

**Do**

Point out the salt pond habitat

**Read**

"The salt pond habitat is the fifth type of habitat that is found here at the Refuge."

**Ask**

? **Do you think that salt ponds are natural or human made?** (Human Made)

**Read**

- "The salt ponds were made by humans by building walls called levees. Periodically gates are opened and Bay water is pumped into the first salt pond and as the water becomes saltier it is passed through gates of succeeding salt ponds.

- As the water evaporates, it gets saltier and saltier, until the salt can be harvested and sold.
- Birds feed on the brine shrimp that live in the salt ponds."

**Read**

- "The sixth habitat is the Open Bay; it is not depicted on this mural. It is a large body of water that is partially enclosed by land but it has an outlet to the ocean.
- The Open Bay has a mixture of salt water (from the ocean) and fresh water (from the creeks, rivers, and storm drains), so it is also called an estuary."

**Ask**

? **What types of animals live in the Open Bay?** (Fish, Birds, Seals)

**Model Activity (20 minutes)**

**Tide and Runoff Demonstration**

**Do**

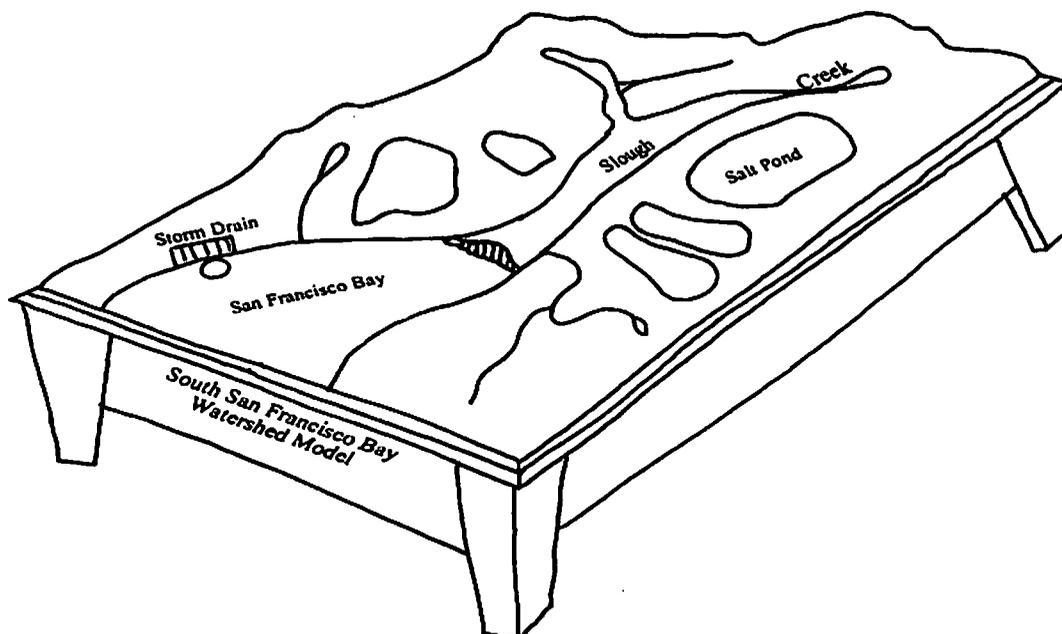
Ask students to move over and stand around the model.

**Read**

"We are looking at the South part of the San Francisco Bay."

**Do**

Show the poster of the Bay Area from Space.



**Ask**

- ? **Where is the Pacific Ocean on this poster?** (Have the students point out the ocean)
- ? **Where is the Golden Gate Bridge?** (Have the students point out the bridge)
- ? **Where are we right now?** (Have the students point out the refuge on the poster)

**Read**

"The model right in front of you represents the South part of the San Francisco Bay, which is the portion of the bay that is highlighted here on the poster."

**Do**

Point out on the poster the section of the Bay that we are looking at on the model.

**Read**

"Now let us take a look at the model. The different colors on the model represent the different types of habitats that we just discussed on the mural. Let us find out what each color represents."

**Do**

Have the students use the legend to point out the different habitats represented on the model. (Green = Salt Marsh; Brown = Mudflats; Orange, Yellow & Red = Salt Ponds) Also notice the Bay, Sloughs and Creeks which are labeled accordingly.

Locate where the refuge is on the model. Have the students find where they go to school (if possible).

**Read**

"The San Francisco Bay watershed is a large area that stretches all the way to the Sierra Nevada."

**Ask**

? **What is a watershed?** (Take all answers, although many will be inaccurate or incomplete)

**Read**

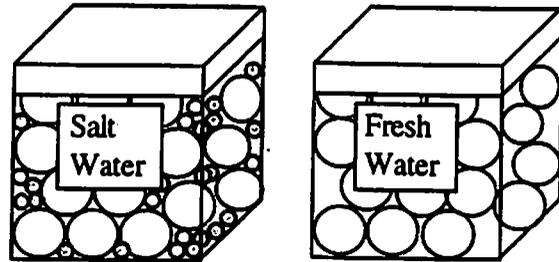
"A watershed is the region of land that drains fresh water into a creek, river, river system, or body of water. The water in this watershed comes from rivers and creeks that flow to the San Francisco Bay and here it mixes with salt water that comes from the ocean."

**Ask**

- ? **What are the two types of water at the refuge?** (Salt water and fresh water)
- ? **What is the difference between salt water and fresh water?** (Salt water has salt in it and fresh water doesn't)

**Do**

Show the salinity models.



**Read**

"The marbles in these models represent water molecules. The white beads in the salt water display represent the salt. In salt water the water molecule is surrounded by salt. So there is more stuff (mass) in the same space (volume) than in freshwater."

**Read**

"Now we are going to learn about where the water at the refuge comes from. Each of you will be able to participate by doing an action in this activity."

**Ask**

? **Where does the salt water at the refuge come from?** (Ocean via the Bay)

**Do**

Show the Bay Area from Space poster and point out the ocean.

**Ask**

? **What is the name of the action that brings the salt water into the refuge?** (Incoming Tide)

**Do**

Give the student that answers correctly the Incoming Tide card. Tell the student that they represent the Incoming Tide.



**Ask**

? **The tide comes in and out of the slough twice a day. Where does the water go when the tide leaves the marsh and the bay? (Back to the ocean, Outgoing Tide)**

**Do**

Give the student who answered the Outgoing Tide card. Tell the student that they represent the Outgoing tide.



**Read**

- "Right now we are going to pretend that it is low tide in our model. There is always water in the Open Bay. The blue color in the Open Bay represents water.
- During low tide there is less water than at high tide. Now we will see where the water goes when the tide comes in, and it becomes high tide. Let's pretend that it is 8:00 am when the tide comes in."

**Do**

Give the Incoming Tide student the pail of water which represents the Pacific Ocean. Tell the Incoming Tide student to slowly pour the water from the pail into the bay while the rest watch where it goes.



**Ask**

? **Where did the water go when the tide came in? (Sloughs)**

? **Did it go into the salt ponds? Why? (No. Remember they are walled off from the Bay water.)**

**Read**

"Now, let's imagine that it is almost six hours later and the tide is leaving the sloughs and bay to go back to the ocean."

**Do**

- Give the Pacific Ocean pail to the Outgoing Tide student. Tell the Outgoing Tide student to put the ocean bucket under the hose and then unplug the bay. Allow the water to go down to the low tide level again.



- Have the rest of the students count six hours as the tide is going out 8:00-9:00-10:00-11:00-12:00-1:00-2:00 pm. Now the tide is out! (You may have to wait for the tide to go completely out, so continue with the activity while the tide goes out- it does take 6 hours after all!)

**Read**

"We saw in our demonstration that the water in the salt pond was not affected by the tides. The water is always there."

**Ask**

? **Why are salt ponds not affected by the tides? (Because they are walled off from the Bay with levees.)**

? **Where do you think the water in the salt ponds comes from originally? (Bay)**

**Read**

"Many years ago, people built walls around the salt marshes and flooded them with Bay water. These walls are called levees. Salt ponds are like giant swimming pools because there are walls on all sides."

**Do**

Point out the levees on the salt ponds.

**Ask**

? **Why do you think the salt ponds are here? (To make salt for commercial and industrial purposes)**

**Do**

Show the students the picture of the salt production plant.

**Read**

- "People are able to harvest salt from salt ponds by using the wind and sun to evaporate the water leaving the salt behind.
- The process starts by pumping Bay water into the first pond. When the salinity of the water increases the water is pumped to the next salt pond. This means that the salinity of each salt pond is at an increasing salinity.
- It takes 5 years for the water to move from pond to pond. Eventually the concentration of salt in the last ponds becomes so high that the salt begins to crystalize and people can harvest it."

**Read**

- “Now that we know where the salt water comes from, let’s think about where the fresh water at the Refuge comes from.
- Fresh water enters the Bay through human devices, such as water pollution control plants and storm drains, and natural features, such as creeks and rivers which continuously bring water from the mountains.”

**Ask**

? **What other form of freshwater at the refuge comes from the sky? (Rain)**

**Do**

Hand out the laminated rain cards and rain pails to five people.



**Ask**

? **Where does it rain? (All over)**

**Do**

Have the five students with rain pails pour their water all over the model.

**Ask**

? **Where did the water flow? (Into the creeks, the sloughs, the bay, the salt ponds, the salt marsh, and on the towns)**

**Read**

“Another way that fresh water enters the Bay is from your sink. First the water from your sink goes to a place to be cleaned.”

**Ask**

? **What is the name of the place where the water from your sink is cleaned?” (Water pollution control plant.)**

**Read**

“It is another source of freshwater going to the Bay.”

**Do**

Hand out the Water Pollution Control Plant cards and squeeze bottles to two students.



**Read**

“There are four Water Pollution Control Plants that clean our water and then dump the water into the south part of the Bay. However, we have only two on our model.”

**Do**

Point out the Water Pollution Control Plants on the model. Have the 2 students with water pollution control plant pails pour their water into the water pollution control plant on the model.

**Ask**

? **Where did the water from the Water Pollution Control Plant flow? (The slough and then to the Bay)**

**Read**

“Another way is freshwater flowing over streets.”

**Ask**

? **Where does this water go? (Into the storm drains, then to the creeks and then into the Bay.)**

**Do**

Hand out the storm drain cards and storm drain squeeze bottles to three students.



**Read**

“There are storm drains all over the bay area, however we have three on our model.”

**Do**

Point out the areas marked “ storm drain” on the model. Have the three students with storm drain squeeze bottles pour their water with “pollution” into that area of the model.

**Ask**

? **Name some of the “things” that can go into the Bay with the storm water and pollute the waters? (Oil, soap, etc.)**

**Read**

“So, the water coming out of the storm drain brought pollution into the bay, because it is not cleaned at a water pollution control plant the way that water from your sink is. Everything that goes into a storm drain ends up in our creeks and bay.”

**Ask**

? **What are some ways that you can keep our storm drain water clean?** (Never dump anything down the storm drain, tell other people about storm drains and why they are important, label storm drains with signs saying "Do Not Dump Flows to Bay".)

**Read**

"The freshwater coming out of the Water Pollution Control Plant is clean compared to the water coming out of the Storm Drains. Even though it is clean this freshwater can cause problems for a salt marsh habitat."

**Ask**

? **Can too much fresh water going to the Bay cause a problem its plants and animals? Why?** (Yes. So much freshwater comes out of Water Pollution Control Plant that adjacent salt marshes can be converted to freshwater marshes. The plant and animals such as pickleweed and the salt marsh harvest mouse that depend on the salt marshes cannot live in freshwater areas.)

? **What can you do to reduce the amount of freshwater coming out of the water pollution control plant?** (Conserve water in your homes and schools: don't leave taps running when brushing your teeth or washing dishes, take shorter showers, don't let taps drip, encourage the water pollution control plants to use that clean water, for irrigation etc., rather than discharge it to the bay)

**Read**

- "Remember that the San Francisco Bay has both salt water and fresh water flowing into it. Because of this it is called an estuary.
- An estuary is a body of water in which fresh and salt water mix. It creates a special habitat where only certain plants and animals can live."

**Do**

Hold up the Bay from Space poster for the students to see. Point out the bodies of salt water and fresh water as well as the location of mixing on the poster.

**Read**

"Now I hope you can all help me clean up the Bay on our model."

**Do**

Have the students clean up the "pollution" in the bay

by placing the Pacific Ocean pail under the hose and releasing the water. Collect all the cards and pails from the students. Have them sit down.

**Salt Pond Food Pyramid** (5 minutes)

**Read**

"As you can see from the model, the salt ponds can be different colors."

**Ask**

? **Why do you think that is?** (There are different kinds of algae, one way of telling them apart is by their different colors, so different colored algae live in salt ponds with different salinity)

**Do**

Show the salt pond algae poster with the different colored salt ponds.

**Read**

"There are 3 different salinity levels in the salt ponds- low, medium and high. As a result of the different salinity levels, different types of organisms live in different ponds.

- Green algae is able to grow in low to medium salinity salt ponds.
- Red algae is able to grow in medium salinity salt ponds.

Since there are different types of algae there are different types of birds in each pond as well. We are now going to build food pyramids for the low, medium and high salinity ponds. Let's begin with the low salinity salt pond."

**Do**

Pass out the food pyramid puzzle pieces for the low salinity salt pond food pyramid.

**Read**

"I have passed out different parts of the food pyramid. We are now going to put the low salinity salinity salt pond food pyramids together."

**Ask**

? **What is at the bottom of the food pyramid in low salinity salt ponds?** (Green Algae, Phytoplankton)

**Do**

Have the students holding the green algae and

phytoplankton begin to create the food pyramid.

**Ask**

**? What types of animals eat green algae/ phytoplankton? (Zooplankton)**

**Do**

Have the students holding the zooplankton put the zooplankton (Copepods and Amphipods) on to the food pyramid puzzle.

**Ask**

**? What types of animals can live in low salinity water (almost like bay water) eat green algae/ phytoplankton and zooplankton? (Fish)**

**Do**

Have the students holding the fish put the fish on the food pyramid.

**Ask**

**? What type of animals eat fish? (Pelicans, Ducks, Terns, Egrets, and Herons)**

**Do**

Have the students holding the bird piece put the birds on the top of the food pyramid puzzle.

**Read**

“This completes our food pyramid for the low salinity salt pond. Now we will put together the food pyramid for the medium salinity salt pond.”

**Do**

Pass out the food pyramid pieces for the medium salinity salt pond food pyramid puzzle.

**Ask**

**? What is at the bottom of the food pyramid in the medium salinity salt ponds? (Algae- green, red, brown)**

**Do**

Have the students holding the algae begin to create the medium salinity food pyramid.

**Ask**

**? What type of animals are able to live in medium salinity salt ponds and eat algae? (Brine Shrimp and Brine Flies)**

**Do**

Have the students holding the brine shrimp and brine flies put the brine shrimp and brine flies on to the food pyramid.

**Ask**

**? What type of animals eat brine shrimp? (Eared Grebes, Snowy plovers, Sandpipers, Black-necked stilts, and Avocets)**

**Do**

Have the students holding the birds put the birds on to the top of the food pyramid.

**Read**

“The high salinity salt ponds support red algae but not much else because the salinity level is too high for many animals. So we will not be constructing a food pyramid for these salt ponds. When the water becomes this salty the salt is harvested.”

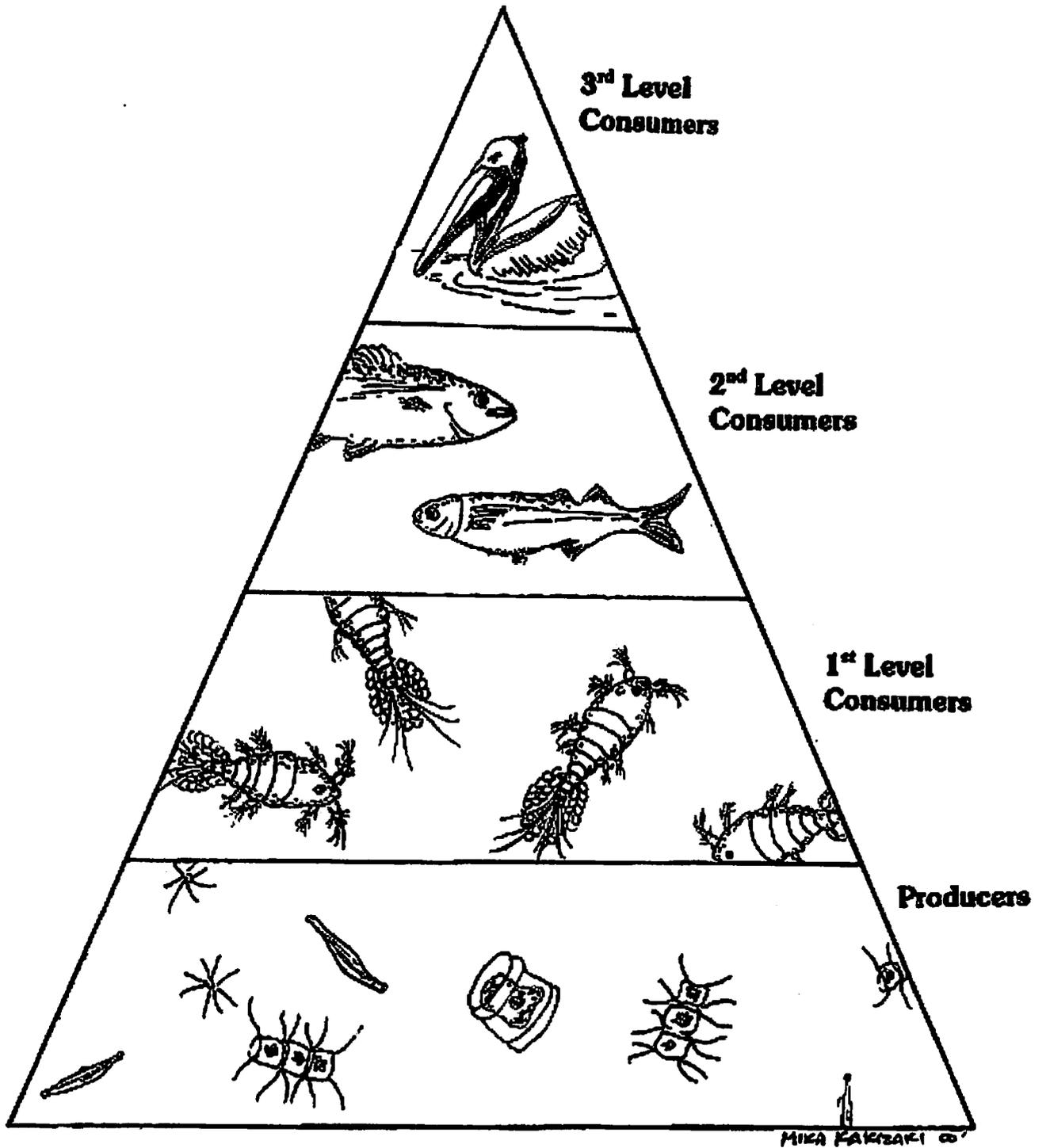
**Read**

“The watershed model demonstrates that the fresh water comes from rain and creeks and rivers from the mountains and from your home and your streets. All of this flows to the Bay.

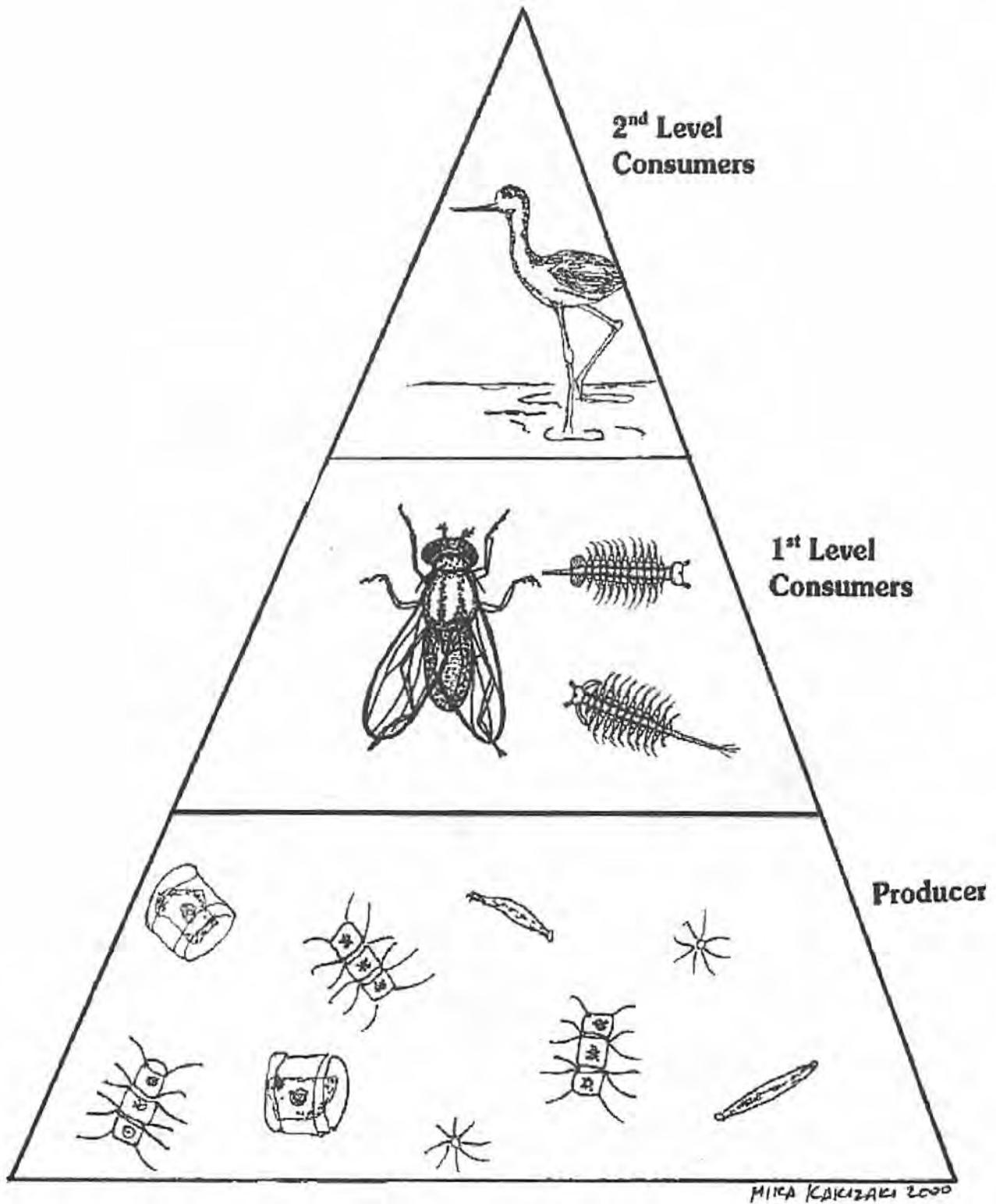
- The water that flows from inside your home is cleaned at the water pollution control plant before entering the bay and the salt marsh.
- The water that flows from the street through the storm drains flows directly to the Bay without being cleaned at a water pollution control plant.
- The amount of freshwater that enters the bay effects the salt marsh plants and animals.
- The salt ponds are not connected to the sloughs and the Bay water. Their different salinity level ponds create particular habitats for certain animals.”

**Ask**

**? Are there any ways that YOU can help protect the salt marsh? (Don't pour anything down the storm drain, don't throw your litter on the street, recycle, conserve water at home by taking shorter showers and turning off the tap while you brush your teeth, also tell other people about what you have learned today.)**



# Low Salinity Salt Pond Food Pyramid



## Medium Salinity Salt Pond Food Pyramid