**Symbiosis Guided Highlighted Viewing—Student**

DIRECTIONS: Have students watch the video http://www.youtube.com/watch?v=zSmL2F1t81Q

(about five minutes long). Then provide them with the GHV for summary and have them read the prompts. Finally, have students watch the video again and fill in the blanks on the GHV sheet:

Directions: Listen to and view the video to determine the word or words that fit into the blank in each prompt.

1. The video takes place in the waters off \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The diver is searching for a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fish in an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Symbiotic relationships are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_between two different species that can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ either one or both species

4. In parasitism, one species \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the other is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. An

example is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on a larger fish.

5. In mutualism, both species \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Examples include birds eating ticks

off of \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ridding larger fish of harmful bacteria, and

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in anemones.

6. In commensalism, one species \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_while the other is neither harmed nor benefitted. An example is remoras on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Use the space below and on the back of the paper to take notes so that you can respond to the prompt: Explain how the clown fish is immune to the anemone’s stinging nematocysts.