

Clam Dissection Lab Write-Up

Name _____ Period _____ Date _____

Draw your specimen large, using colored pencils for observed colors. Put readable labels outside the drawing and connect them with leader lines. Record “not visible” for structures you cannot identify.

Materials summary: clam, tray, goggles, gloves, scissors, teacher-approved scalpel, probe, ruler, pencil and colored pencils. Follow the guide and teacher’s instructions.

Drawing A - External valve | Before opening

Procedure: orient and measure the intact clam from anterior tip to posterior tip, then draw one exterior valve. Labels: **dorsal, ventral, anterior, posterior, umbo, hinge, growth rings.**

Valve shown: right / left Shell length: _____ cm

Drawing B - Inside the empty valve | After opening

Procedure: release the adductor attachments and free the mantle as directed. Turn the removed valve over and check orientation again. Labels: **four directions, umbo region, anterior and posterior adductor scars, pallial line, incurrent & excurrent siphon region (“location only”).**

External Clam
Drawing A

Internal Clam Valve
Drawing B

Think About it

How does the clam protect itself from predators and harsh environmental conditions?

Can you count the “growth rings on your clam and determine the age of the clam?

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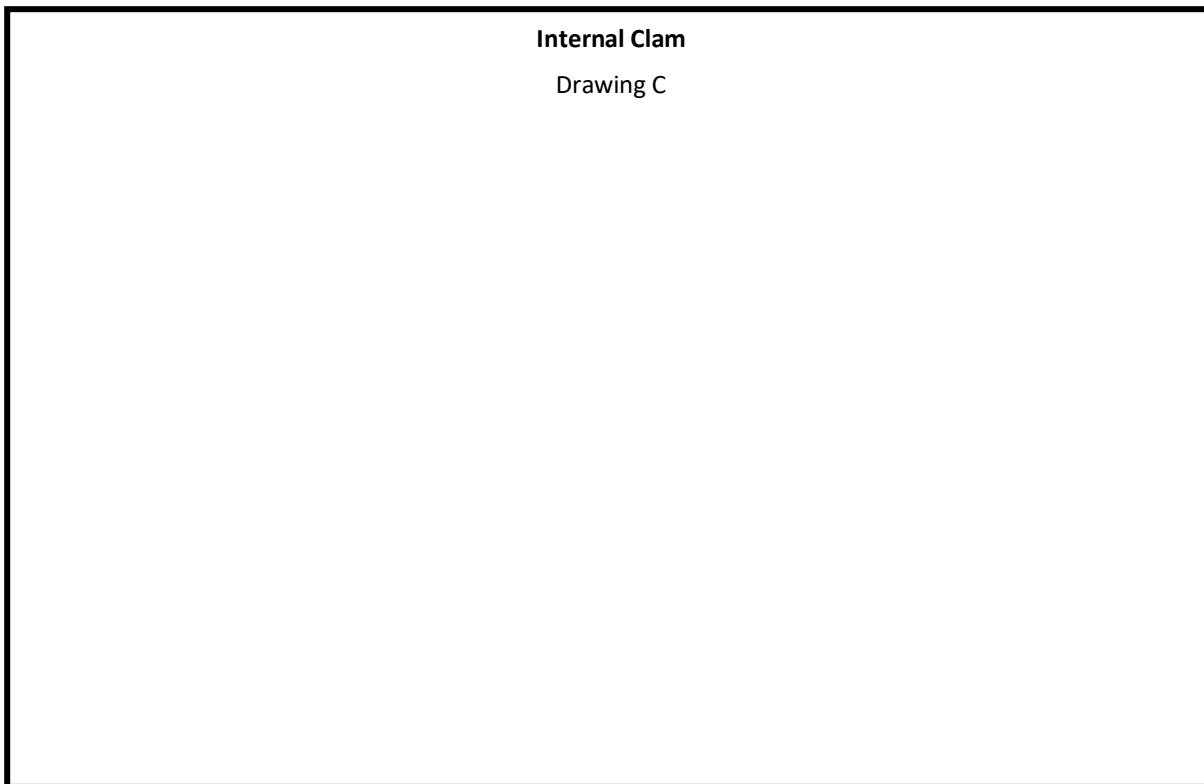
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Drawing C - Exposed internal anatomy | Before deeper cutting

Procedure: reflect the left mantle, find the gills, and gently lift them to locate deeper surfaces. Draw before trimming gills or opening the visceral mass. Labels: the four anatomical directions, gills, foot, visceral mass, labial palps, both adductor muscles, right mantle margin, incurrent & excurrent siphon region, pericardial region ("location only" unless exposed).

Internal Clam

Drawing C



Teacher checkpoint before deeper cutting: _____ View/side shown: _____

Deeper observation or structure not resolved: _____

Think About It

1. Choose one observed structure. How does its shape or position help it do its job?

2. How would prolong valve closure affect protection, feeding, and gas exchange?

3. How does the route taken by water differ from the route taken by food?

Cleanup: place specimen and tissues in the designated container; handle preservative as directed; clean and dry tools and tray; clean the station; remove gloves and wash hands.

Cleanup completed: _____ Partner or teacher check: _____