

# Teachers' Guide for CLICK

March 2013 - "The Deep Blue Sea"

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All activities are assumed to be teacher/adult assisted, unless students are independent at the level of the questions/activities. Most are appropriate to be accomplished as a class, in reading groups, or with a reading partner.

## Getting Started/Pre-reading:

RL/RI2: "**The Deep Blue Sea**" is the theme of this month's Click magazine. What do you think that means?

- As a class, or with a reading buddy, glance through the pages of the March issue of CLICK. Read the title of each story and look at the illustrations/photos. Is there something in common about all the stories?
- What are your favorite animals that live in water?

## "Click and the Kids"

RL1&2&3: Key Ideas and Details, Making Inferences:

- How does Liz explain that sand is created?
- What animals did Amy and Martin find in the tide pools?
- Why does Liz say "ocean tides and currents can carry things all over the world"? What does Martin tell us?
- How is sea glass created?
- Why did Martin say, "check to be sure nobody's still living there" on page 5?

RL4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, use context clues (the words and sentences around the following words, as well as the illustrations) to define each of the following words or phrases. If needed, check a dictionary:  
Ocean, tide pools, sea urchin, mermaid's purse, skate, tides, currents

## "Motion in the Ocean"

RI1&3: Key Ideas, Facts, Details and Inferences:

For all questions, answer "How do you know? Where did you find that information?":

- How do the following animals move in the ocean? Fill in the blanks:

A fish \_\_\_\_\_ by \_\_\_\_\_

A whale \_\_\_\_\_ by \_\_\_\_\_

A Portugese man-of-war \_\_\_\_\_

A flying fish \_\_\_\_\_

A penguin \_\_\_\_\_.

A baby otter \_\_\_\_\_

An octopus \_\_\_\_\_ by \_\_\_\_\_  
A pelican \_\_\_\_\_ because its \_\_\_\_\_ feet work like \_\_\_\_\_  
A lobster can \_\_\_\_\_ and \_\_\_\_\_  
A dolphin can \_\_\_\_\_ out of the \_\_\_\_\_

- Is a Portuguese man-of-war one or more animals? How do you know?
- How does a flying fish fly?
- What makes a penguin great at diving?
- Why do you think flying birds have hollow, lightweight bones?
- How long does a mother otter carry her baby on her belly?
- How many legs does a lobster have?
- How does a lobster move backward?
- Why do scientists think that dolphins jump out of the water?

RI4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, use context clues (the words and sentences around the following words, as well as the illustrations) to define/explain/illustrate each of the following words or phrases. If needed, check a dictionary:  
drifts (p.8), polyps (p.8), fins (p.8), hollow (p.9), lightweight (p.9), webbed (p.10), pests (p.11), energy (p.11)

### **"My Fishy Parts"**

RI1&4: Key Ideas and Details and Inferences:

- For all questions, answer "How do you know? Where did you find that information?":
- How would you explain to a friend or younger student what makes a fish a fish? Why isn't a dolphin, whale, sea turtle, or seal a fish?

RI6: Who is the author of "My Fishy Parts"?

RI1/S&L1-6: Key Ideas and Details, Comprehension and Collaboration, and Presentation of Knowledge and Ideas:

- After reading all the captions and labels about a fish's body, select three parts of the body you will teach your partner about. She/he will do the same. (Optional: Draw a diagram of a fish and label the three parts you will teach about.) Take turns locating and naming the body part, and explaining how it helps the fish. If you can, explain this from memory, without looking at the words in the story.

### **"Ocean Zones"**

RI4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, use context clues (the words and sentences around the following words, as well as the illustrations) to define/explain/ draw a picture to demonstrate the following words or phrases. If needed, check a dictionary:  
Continental shelf (p.14), slants (p.15), zones (p.15), surface (p.16), plankton (p.16), bioluminescence (p.17), scarce (p.17)

RI1&3: Key Ideas, Facts, Details and Inferences:

- For all questions, explain "How do you know? Where did you find that information?":
- What are the three main zones in an ocean?
- What area of the ocean gets the most light? Which gets the least?
- Which is the narrowest zone?

- Which zone do most of the animals live in that you know?
- Why don't plants and plankton grow in the twilight zone?
- What is the basic food in the twilight zone?
- How do animals adapt in order to live in the zones with less light?

SL1&4: Presentation of Knowledge and Ideas:

- If you were going to teach someone who did not read this story about the zones in the ocean, what are some of the most important things you would share with him or her? You can draw, make a chart, or write what you'd say, and then, practice it with a partner and explain why you made your decisions.

### **"The Slowest Fish in the Sea"**

R1: Key Ideas and Details:

- What is the main topic or idea of this piece of writing? What is the author trying to teach us? How does the title help us?
- Why are sea horses slow, weak swimmers? How do they swim?
- How does a sea horse steer?
- If it can't swim fast, how does a sea horse get food? How does it get away from enemies?
- What does a sea horse use its snout for?

### **"Yo Wants to Know"**

RL1&3: Facts and Details:

- Who are the characters in this month's "Yo Wants to Know"?
- Where are they?
- What does Yo think the animals are before learning they are manatees?
- We see that Mom is reading a brochure on p.22. How else do we know that? (Hint: look at the text at the bottom of the same page.)
- Mom reads that manatees are also called sea cows. Why do people call them that?
- What kind of an environment is good for manatees? (Hint – see page 24)
- Why does Yo tell Mom that she is silly?

RL7: Integration of Knowledge:

- Use the text and illustrations to determine your answer. Does Yo like seeing the manatees? Why or why not?

L1: Conventions of English Language:

- Why does the author use this symbol (!) after Yo says, "We're in Florida!" and "Whales!" What is the name of that punctuation mark and what does it mean?
- Why does the author use (?) at the end of Yo's sentence, "Hippos?" What is the name of that punctuation mark and what does it mean?

### **"My Life"**

RL6: Name the illustrator of this story. What about the author's name?

RI5: Craft and Structure:

- Is "My Life" a made-up story (fiction) or writing that gives true facts and information (non-fiction)? How do you know?

S&L4-6: Presentation of Knowledge:

- After reading this story, draw a picture of what you think a flounder looks like. Then, explain to a friend or someone in your family how a flounder develops from an egg to being full grown at 2 years old.

### **"Dolphin Baby"**

RI6: Name the illustrator and author of this story.

RI5: Craft and Structure:

- Is "Dolphin Baby" a made-up story (fiction) or writing that gives true facts and information (non-fiction)? How do you know?

RI1-3&7: Key Ideas, Details and Integration:

- Is the title a good one for this story? Why or why not?
- Where does this story take place?
- Why is baby dolphin creased, crinkled, and floppy?
- Even before he eats, what does baby dolphin need to do? Does he do it alone?
- How do dolphins breathe?
- Can dolphins stay underwater all the time? Why or why not?
- What does the caption say a dolphin's whistle is like? (p.30)
- Why do other dolphins come to see the new baby dolphin?
- If a dolphin can't see its food, what does it do to find it?
- Does mom feed her baby the live fish she caught? (Hint: read the story and the caption on p.33 carefully)
- When does Dolphin catch his first fish?

S&L1-3: Comprehension and Collaboration

Work with a reading buddy or your class.

- How is a baby dolphin's life similar to a human baby/toddler's life? How is it different? (To compare, you can use a Venn diagram or other chart.)

### **"Beatrice Black Bear"**

RL1: Key Ideas and Details:

- What are the giant forests in the Pacific Ocean made of?
- How are these ocean forests like the forests on land?
- How does a sea urchin keep away its enemies?
- What does Beatrice say she would miss if she lived in the ocean?