



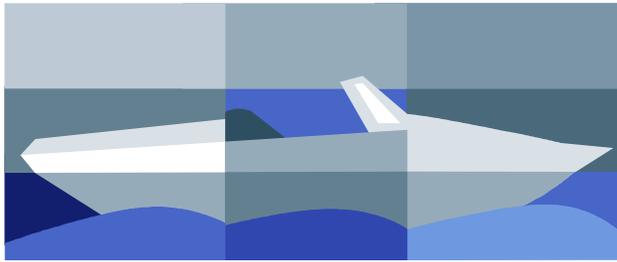
## Suggested Read-Aloud Books

<b>Grade Level:</b>  <b>Pre-Kinder through First Grade</b>	<b>Suggested Read-Aloud:</b> <i>Hello Ocean/Hola Mar!</i> <b>By: Pam Munoz Ryan</b>
<b>Discussion Points:</b> <ol style="list-style-type: none"><li>1. <i>Hello Ocean</i> is all about every sensation of the ocean. Stop frequently to discuss each “sense”.</li><li>2. SEE - Ask the students to relate memories about any trip they have had to an ocean, or even a lake. What color is water? Encourage discussion about why the ocean or lake changes colors.</li><li>3. HEAR - Use the CD of ocean sounds. Ask the students to close their eyes and listen. Imagine what the waves look like. What kind of birds are making noises at the beach. Ask them if they can hear people. What do the people sound like?</li><li>4. TOUCH - What can you feel at the ocean besides water? How would you describe these sensations?</li><li>5. SMELL - So far you’ve talked about water, sand, birds, seaweed—do any of these things have a smell? What might you smell at the ocean? What’s your favorite ocean smell?</li><li>6. TASTE - Ocean water tastes different than pool, sprinkler or lake water. Why is this so? Ask the students why different types of water have different tastes.</li></ol>	
<b>Grade Level:</b>  <b>Second through Fifth Grade</b>	<b>Suggested Read-Aloud:</b> <i>Dolphins at Daybreak/Delfines Al Amanacer</i> <b>By: Mary Pope Osborne</b> <b>Chapters 7 and 8</b>
<b>Discussion Points:</b> <ol style="list-style-type: none"><li>1. Before reading chapters 7 and 8, explain to the class that Jack and Annie landed on an island and took a trip out to the coral reef in a mini-sub. In this chapter, the sub starts taking on water.</li><li>2. Read Chapter 7:<ul style="list-style-type: none"><li>• Was it a good plan to get out of the sub and start swimming? Why or why not?</li><li>• Why do you think the book told them to swim away slowly without splashing?</li></ul></li><li>3. Read Chapter 8: Stop on p.51 after reading “<i>Had the Hammerhead caught up with them?</i>”<ul style="list-style-type: none"><li>• Ask the students to predict what will happen next!</li></ul></li><li>4. Continue reading. Ask the students if their prediction was correct.</li><li>5. Is this story fact or fantasy? Why do they think so?</li><li>6. Based on what the students know about Jack and Annie—what do they think will happen in the rest of the story?</li></ol> <p style="text-align: center;">PO Box 143147 ▪ Austin, TX 78714 ▪ (512) 472-1791 ▪ (512) 927-9366 <a href="http://www.bookspring.org">www.bookspring.org</a></p>	

**Where in the World are the Oceans?**

(lower grades)

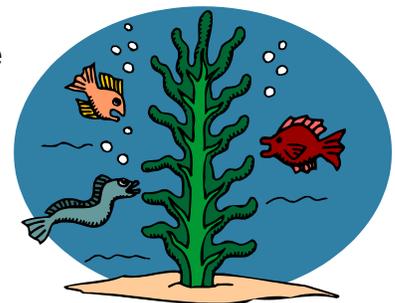
- Divide the class into smaller groups, with an adult for each group.
- Hand out a list of the major oceans. (p.6)
- Have the teams locate the oceans on the globe.
- Allow students to touch the place on the globe where the ocean is located.
- If desired, the students can write down the names of the oceans that they found on the map on p.5)



**Who lives in the sea besides SpongeBob?**

(lower grades)

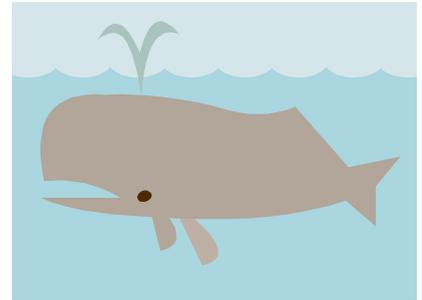
- Use the props and accessories, supplemented with library books, to talk about the animals that live in the oceans.
- Option 1: Give each child a book about an animals. Set out a 2 large squares of paper, 1 blue and 1 green. Ask each child to tell which animals their book is about and have them place it on the “land” paper or the “water” paper.
- Option 2: Divide the class into teams. Challenge them to think of as many ocean animals they can think of in 3 minutes. Compare lists.



**Ocean Chain of Command**

(upper grades)

- Review the concept of “Food Chain” with the students. Make sure to include the terms producers and consumers.
- Have each student choose a prop, photo or book depicting an ocean animal.
- Ask the students to line up, illustrating the food chain and identifying the foods of various sea creatures. (p.7,8)
- Start with plankton and end with humans.
- Have even more fun by introducing the terms:  
scavenger, decomposer and nutrients.



**Who Am I?**

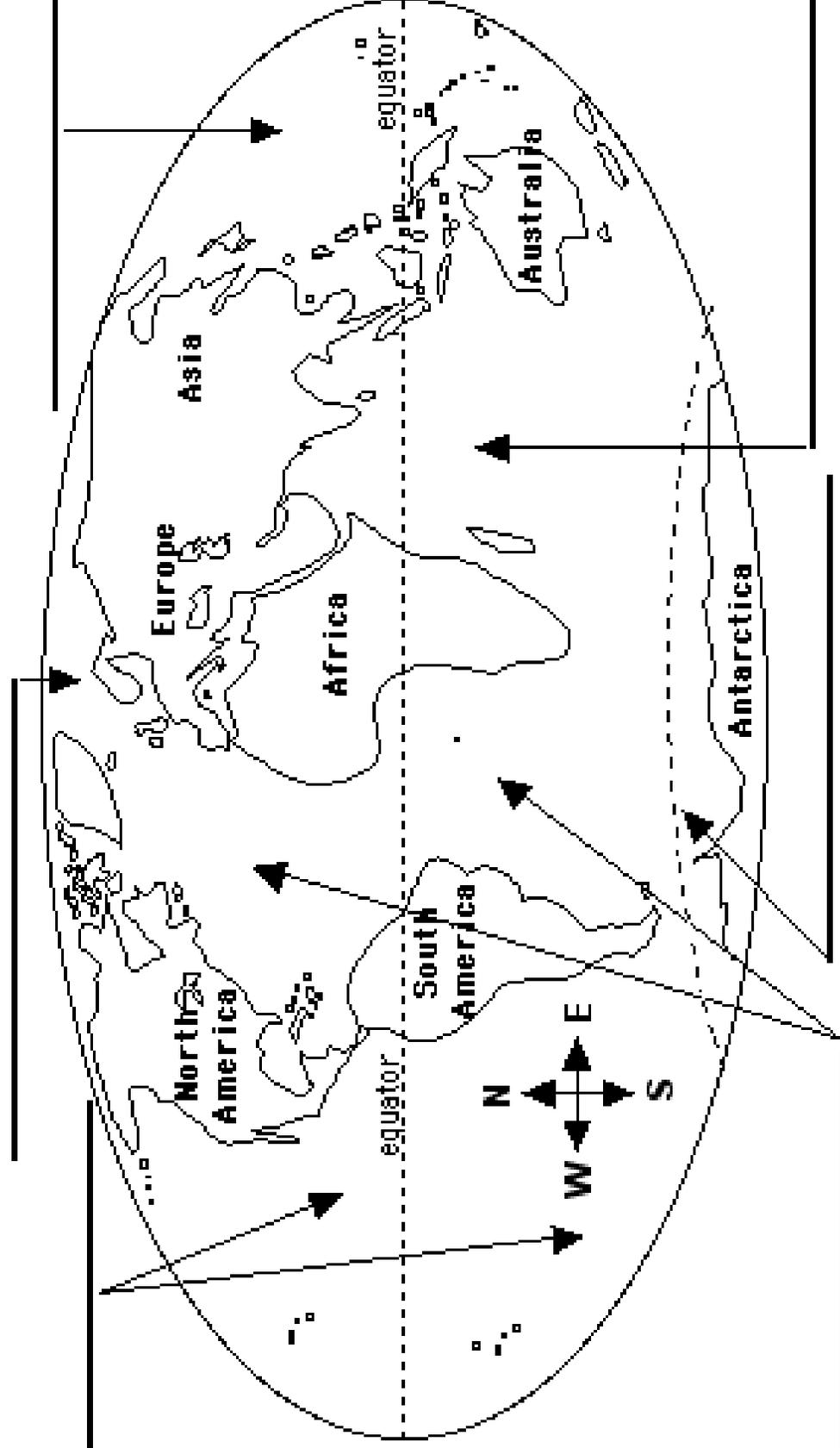
(upper grades)

- Pull books from the biography section of the library. (You can also use the cards provided in the RIF day kit.)
- Identify people connected with the oceans and seas as well as their connection to the oceans and seas. (p.9)
- Give the students a chance to preview the books or read the cards that are provided. Allow each student to share an important fact about their explorer with at least 2 other people.
- Challenge the class to see if they can answer 10 trivia questions about the explorers. (p.10)



NORTHERN  
HEMISPHERE

SOUTHERN  
HEMISPHERE



# Oceans:

Arctic Ocean

Atlantic Ocean

Indian Ocean

Pacific Ocean

Southern Ocean

Bonus: (bodies of water)

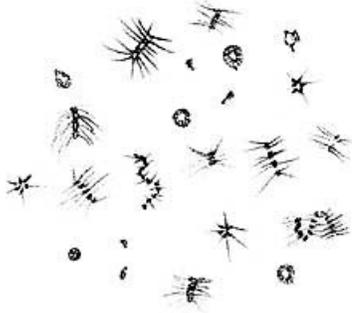
Mediterranean Sea

Gulf of Mexico

The Great Lakes

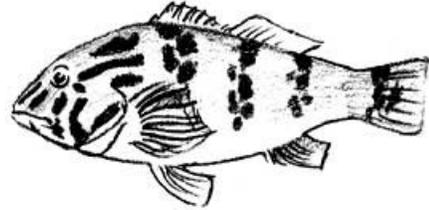
# Ocean— Chain of Command Cards

[www.oceanoasis.org/teachersguide/activity10](http://www.oceanoasis.org/teachersguide/activity10)



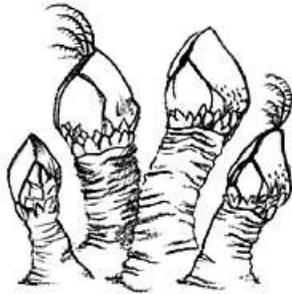
## phytoplankton

producer—food: nutrients, sun's energy



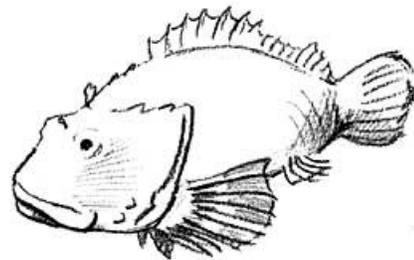
## hawkfish

level 3 consumer—food: barnacle, blenny



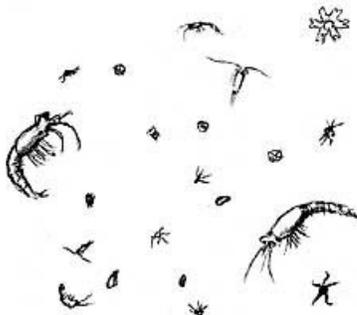
## barnacle

level 2 consumer—food: zooplankton



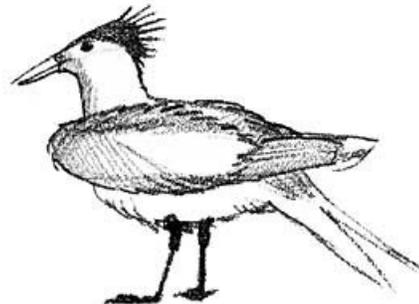
## scorpionfish

level 4 consumer—food: hawkfish



## zooplankton

level 1 consumer—food: phytoplankton

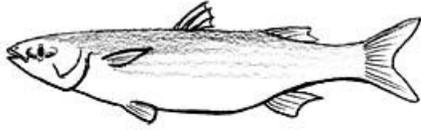


## tern

level 2 consumer—food: mullet

# Ocean— Chain of Command Cards

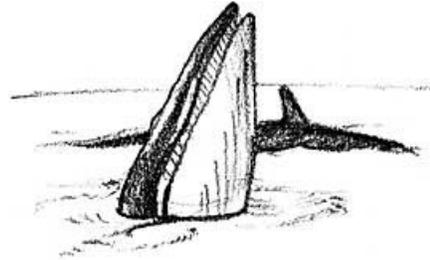
[www.oceanoasis.org/teachersguide/activity10](http://www.oceanoasis.org/teachersguide/activity10)



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## mullet

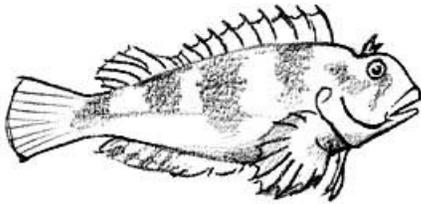
level 1 consumer—food: phytoplankton



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## fin whale

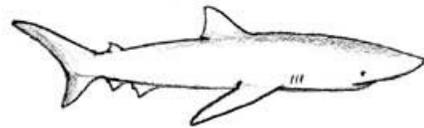
level 2 consumer—food: zooplankton



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## blenny

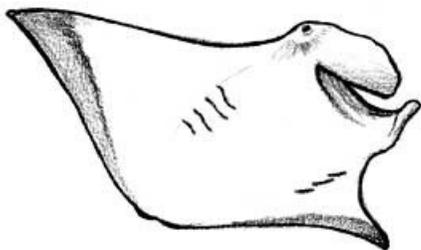
level 2 consumer—food: zooplankton



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## shark

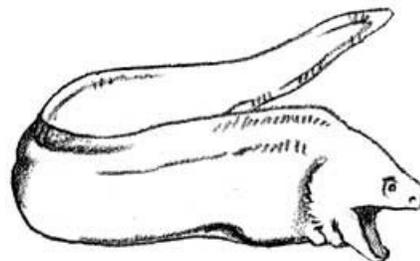
level 3-4 consumer, sometimes scavenger—  
food: fish, dead animals



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## manta

level 2-3 consumer—food: zooplankton, small fish



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## moray eel

level 5 consumer—food: scorpion fish

<p><b><u>Robert Ballard</u> (1942–...) U.S. Naval Officer</b></p> <ul style="list-style-type: none"> <li>• Been on over 65 underwater expeditions</li> <li>• Found the wreck of the Titanic.</li> <li>• Uses remote controlled submersible vehicles to explore.</li> <li>• Founded the JASON project</li> </ul>	<p><b><u>William Beebe</u> (1877–1962) Undersea Explorer</b></p> <ul style="list-style-type: none"> <li>• Invented the bathysphere - a pressurized steel sphere for underwater exploration.</li> <li>• Descended 3,000 feet in a bathysphere in 1932. Communicated with the crew via telephone.</li> <li>• Wrote books about his adventures</li> </ul>
<p><b><u>Jacques Cousteau</u> (1910–1997) French Undersea Explorer and Environmentalist</b></p> <ul style="list-style-type: none"> <li>• In 1943, invented the aqualung, allowing divers to stay underwater for hours.</li> <li>• Travelled the world in his research vessel, the Calypso.</li> <li>• Hosted 2 popular T.V. series in the 1960's.</li> </ul>	<p><b><u>Sylvia Earle</u> (1935–...) Marine Biologist</b></p> <ul style="list-style-type: none"> <li>• Studies ocean life and helped develop equipment for underwater studying.</li> <li>• Led over 50 underwater expeditions.</li> <li>• In 1970, lived under water for 2 weeks with a team of "aquonauts"</li> </ul>
<p><b><u>Jacques Piccard</u> (1922–...) Swiss ocean explorer and scientist</b></p> <ul style="list-style-type: none"> <li>• First person to go to the deepest parts of the Pacific Ocean.</li> <li>• In 1960, descended over 7 miles (35,000 feet) in a bathyscape he built, to the deepest place on earth, the Marianas trench.</li> </ul>	<p><b><u>Duke Kahanamoku</u> (1890–1968) Olympic Swimmer</b></p> <ul style="list-style-type: none"> <li>• Swimmer who, in 1920, help every swimming honor in the world, in his class.</li> <li>• First "professional" surfer to be paid for his surfing exhibitions.</li> <li>• One of Hawaii's most famous citizens.</li> </ul>
<p><b><u>Benjamin Franklin</u> (1706–1790) Scientist</b></p> <ul style="list-style-type: none"> <li>• A statesman, Benjamin Franklin also was a scientist and oceanographer.</li> <li>• First to label the "Gulf Stream" as a "river in the ocean" and suggest it be used to help speed up mail delivery from America to Europe by doubling a ship's speed.</li> </ul>	<p><b><u>Charles Darwin</u> (1809–1882) Naturalist</b></p> <ul style="list-style-type: none"> <li>• Made important discoveries about the geology of the Galapagos Islands.</li> <li>• Proposed that atolls (small islands around a lagoon) are formed at the top rim of underwater volcanoes. As the volcano sinks because it is heavy, the atolls grow.</li> </ul>
<p><b><u>Captain James Cook</u> (1728–1779) British Naval Officer</b></p> <ul style="list-style-type: none"> <li>• British explorer, navigator and cartographer</li> <li>• Sailed thousands of miles across the globe in uncharted waters.</li> <li>• Put New Zealand and Hawaii "on the map."</li> </ul>	<p><b><u>Vasco Nunez de Balboa</u> (1475–1519) Spanish Conquistador and Explorer</b></p> <ul style="list-style-type: none"> <li>• First European to stand in the waters of the eastern shore of the Pacific Ocean after trekking across Panama on foot.</li> <li>• Claimed the Pacific Ocean and all of it's shores for Spain.</li> </ul>
<p><b><u>Mary Anning</u> (1799–1847) British Fossil collector and paleontologist</b></p> <ul style="list-style-type: none"> <li>• Worked along the cliffs of England collecting prehistoric fossils.</li> <li>• Discovered the first ichthyosaur and pterosaur skeletons.</li> <li>• Was not recognized during her lifetime as a scientist because she was a woman.</li> </ul>	<p><b><u>Joshua Slocum</u> (1844–1909) Sailor</b></p> <ul style="list-style-type: none"> <li>• First man to sail, single-handedly, around the world, in 1898.</li> <li>• The journey took him three years.</li> <li>• He survived by stocking up on supplies as he came to islands along the way.</li> </ul>
<p><b><u>Robin Knox-Johnson</u> (1939–...) Sailor</b></p> <ul style="list-style-type: none"> <li>• First sailor to circumnavigate (sail around) the globe without stopping.</li> <li>• Made the journey in 312 days.</li> <li>• Made his trip again as the oldest man to sail around the world in 2006 at the age of 67.</li> </ul>	<p><b><u>Kay Cottee</u> (1954–...) Australian Sailor</b></p> <ul style="list-style-type: none"> <li>• First female sailor to complete a single handed, non-stop, circumnavigation of the globe.</li> <li>• Made her trip in 189 days.</li> <li>• She received the "Australian of the Year" award for her accomplishments.</li> </ul>

<p>Who found the wreck of the Titanic?</p> <p><u>Robert Ballard</u></p>	<p>Who invented the bathysphere?</p> <p><u>William Beeber</u></p>
<p>Name the first Underwater T.V. Star.</p> <p><u>Jacques Cousteau</u></p>	<p>Who lived underwater for two weeks with a team of "aquanauts?"</p> <p><u>Sylvia Earle</u></p>
<p>Name the first person to go to the deepest part of the ocean.</p> <p><u>Jacques Piccard</u></p>	<p>Who made his living as a swimmer and in 1920 had won every swim event in his class?</p> <p><u>Duke Kahanamoku</u></p>
<p>Name the statesman who suggested using the Gulf Stream to help ships deliver mail faster.</p> <p><u>Benjamin Franklin</u></p>	<p>Who thought it was possible that islands formed from at the tops of underwater volcanoes?</p> <p><u>Charles Darwin</u></p>
<p>Which British explorer was the first to map New Zealand and Hawaii?</p> <p><u>Captain James Cook</u></p>	<p>This explorer walked across Panama, got to the Pacific and claimed its shores for Spain.</p> <p><u>Vasco Nunez de Balboa</u></p>
<p>Who discovered the first ichthyosaur and pterosaur skeletons.</p> <p><u>Mary Anning</u></p>	<p>This man spent three years to be the first to sail, single-handedly, around the world</p> <p><u>Joshua Slocum</u></p>
<p>Who was the oldest man to sail around the world in 2006 at the age of 67?</p> <p><u>Robin Knox-Johnson</u></p>	<p>Who was the first female sailor to complete a single handed, non-stop, circumnavigation of the globe.</p> <p><u>Kay Cottee</u></p>