

EDUCATOR'S GUIDE





Authors: Carlos & Alexa PenaVega
(Genre: Fiction) Lexile: 410-600L

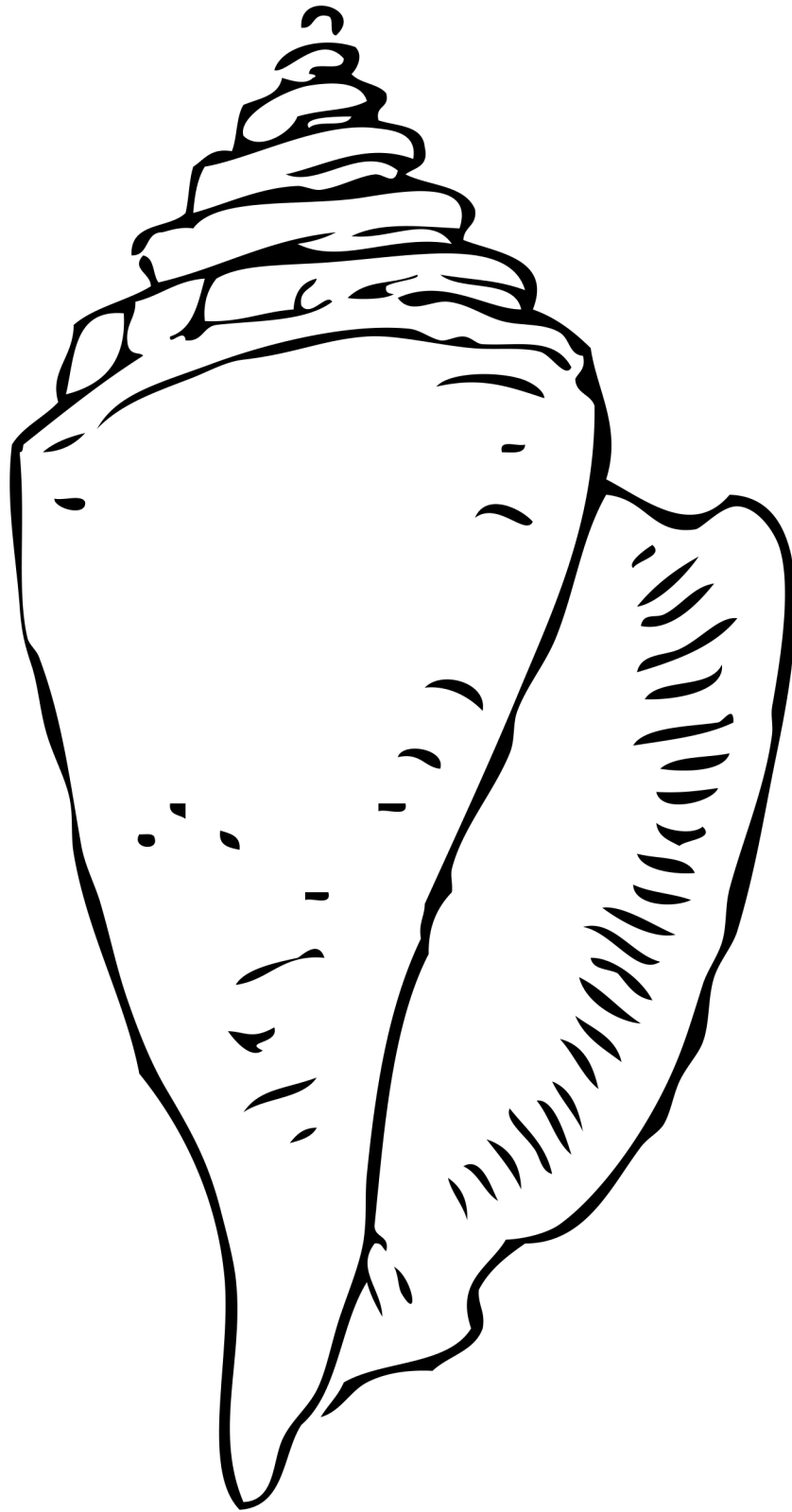
Suggested Grade Level	Second Grade
Major Topics	<ul style="list-style-type: none">• Ocean life• Animals• Ecosystems
Enduring Understanding	Ocean habitats are home to many different forms of sea life.
Essential Questions	<ol style="list-style-type: none">1. What can a marine biologist learn about ocean habitats?2. How does the ocean habitat support sea life?

TASK 1

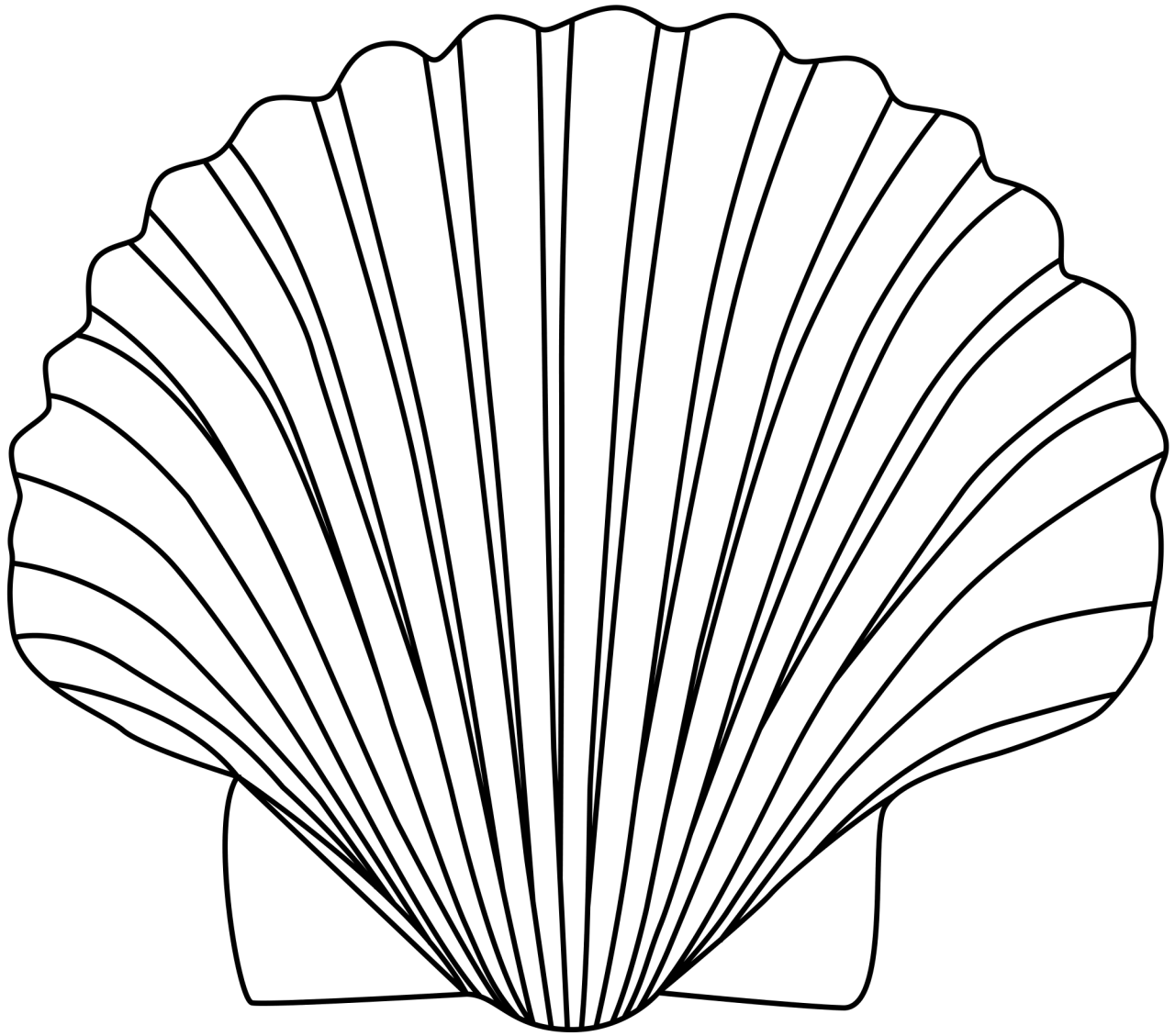
Standard Strand	Foundational Literacy
Standard Category	Vocabulary Acquisition
Task 1 Objectives	Students will use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe traits of shells.
Task 1	<p>Ocean and Kingston go on an adventure to find their mom’s favorite shell. On page 5 the boys’ father tells them her favorite shell is the sunrise shell and the Fun Fact on the page describes how unique it is. The sunrise shell has “its own special splash of pink, red, yellow, orange, and purple just like a beautiful sunrise”.</p> <p><u>Directions:</u> Think about what you would want your favorite shell to look like. Use the book to examine all of the shells to help you brainstorm. What colors would you use? What shape would it be? How big is it? What markings or designs would it have? Using the page below, draw your favorite shell, then color it. Lastly, use the writing page to describe your shell and explain why that shell would be your favorite.</p> <ul style="list-style-type: none">• Modification: students could choose a pre-drawn shell from the examples provided to get them started

Design Your Favorite Shell

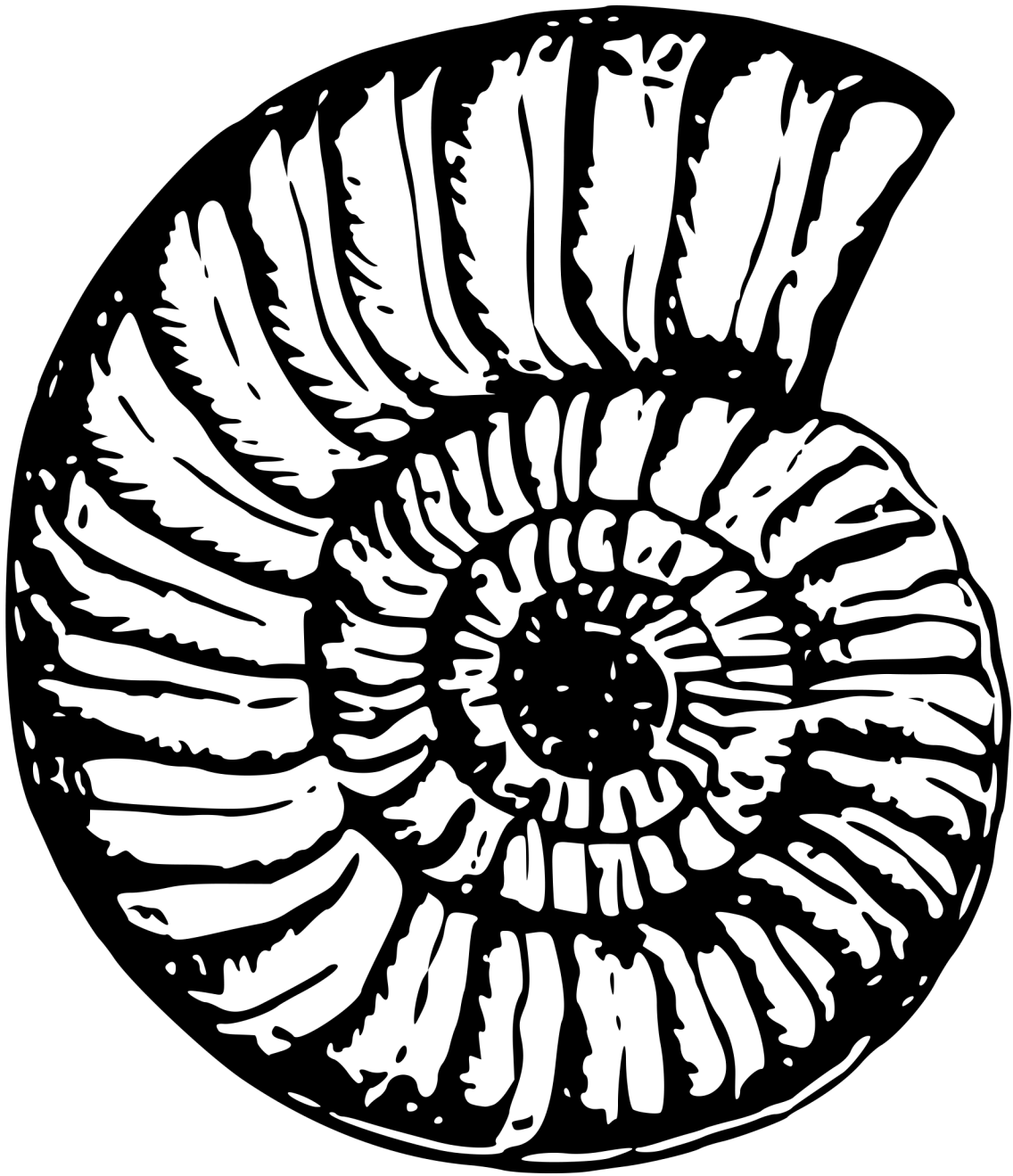
Design Your Favorite Shell



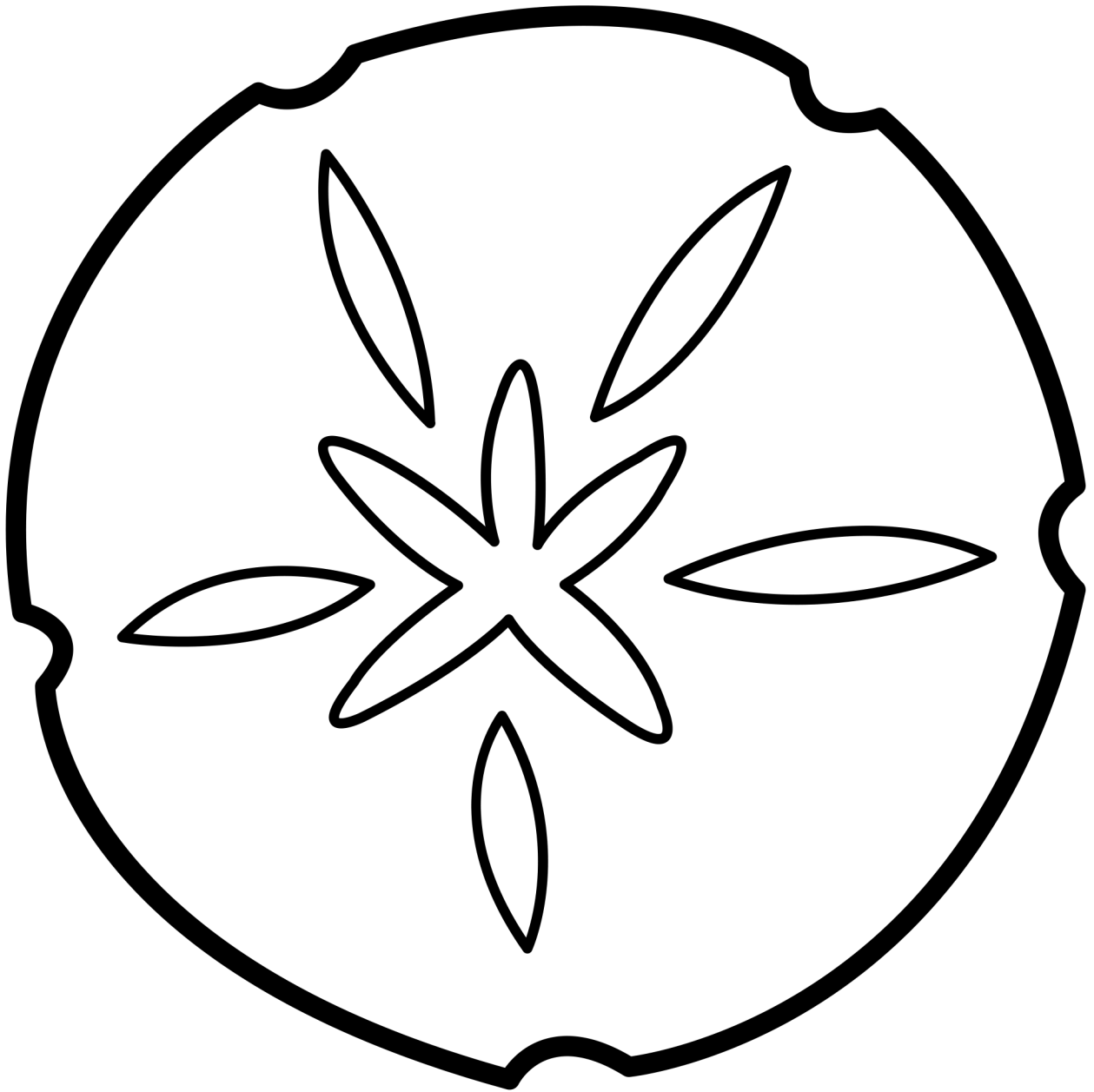
Design Your Favorite Shell



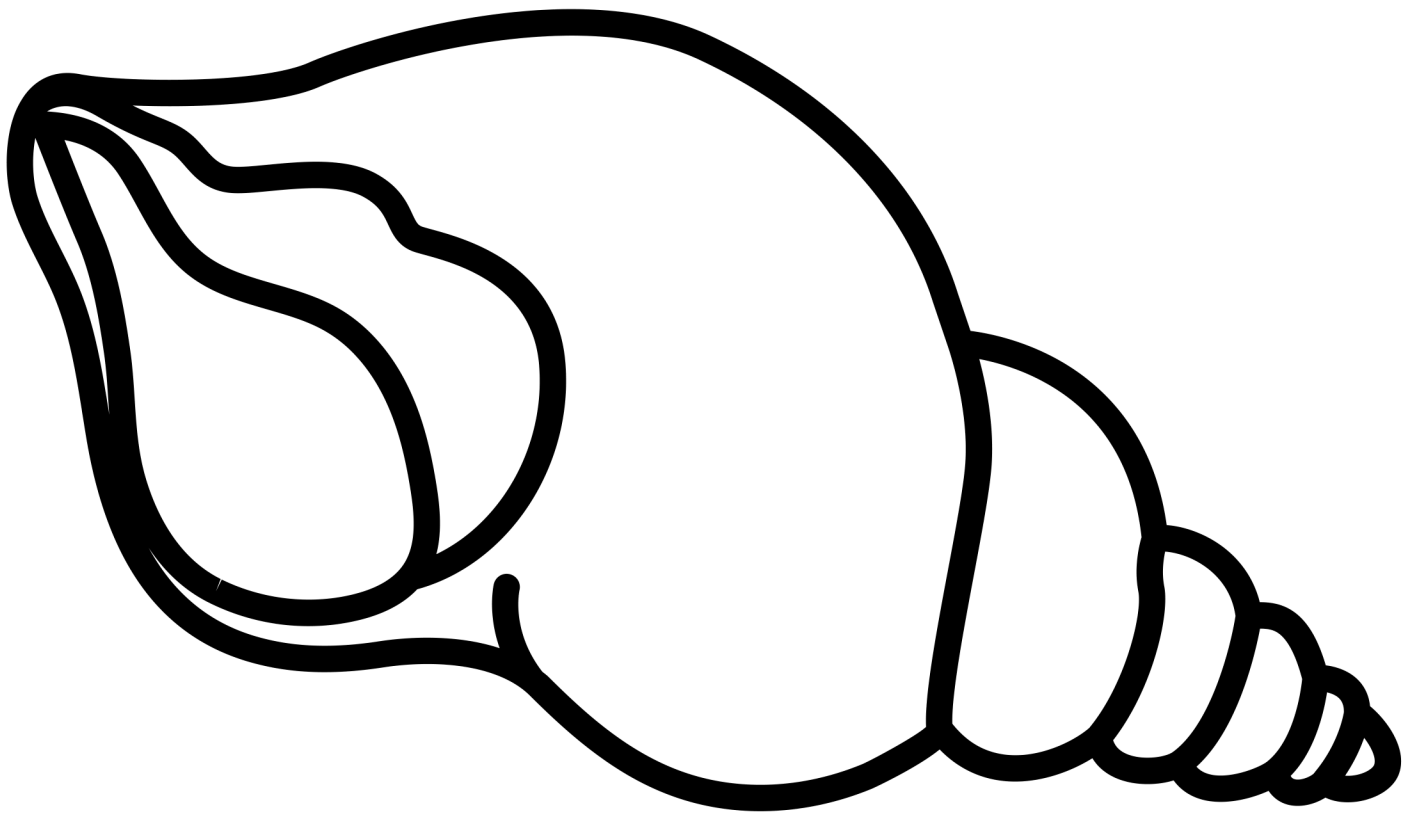
Design Your Favorite Shell



Design Your Favorite Shell



Design Your Favorite Shell



TASK 2

Standard Strand	Science
Standard Category	From Molecules to Organisms: Structures and Processes
Task 2 Objectives	Students will use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.
Task 2	<p>Our oceans are large and cover about two-thirds of our planet and have many different ecosystems. Ocean and Kingston live on the island of Hawaii, and can easily study the ocean habitat, just like you can study the habitat in your back-yard. A marine biologist is someone who studies ocean life.</p> <p><u>Directions:</u> For this task, you will pretend you're a marine biologist and follow Ocean and Kingston through the story studying the ocean habitat where they live. You will use an observational journal to examine the story for information about the different ocean animals and their habitats (including shells!).</p>

An illustration of an underwater scene. The background is a gradient of teal and blue, with white wavy lines representing water movement. In the upper left, a large orange and blue striped fish swims. Below it is a smaller purple fish with orange spots. In the center, a purple rounded rectangle contains the title. Below that, a white rounded rectangle contains the text 'Name:'. The bottom half of the image shows a sandy ocean floor with various coral reefs in shades of purple and red, and two orange and red sea stars. The overall style is colorful and whimsical.

My Ocean Habitat Journal

Name:

Draw a turtle:

Describe the turtle and its habitat:

TURTLES



Draw a humpback whale:

Describe the humpback whale and it's habitat:



Draw a eel:

Describe the eel and it's habitat:

EELS



Draw a red sea urchin:

Describe the red sea urchin and it's habitat:

RED SEA URCHIN



Draw a nene goose

Describe the nene goose and its habitat:

NENE GOOSE



Draw a shell

Describe the shell and it's habitat:



Draw a sea animal

Describe the sea animal and it's habitat:

OTHER



TASK 3

Standard Strand	Ecosystems
Standard Category	Interactions, Energy, and Dynamics
Task 3 Objectives	Students will predict what happens to animals when the environment changes (tide changes).
Task 3	<p>During Ocean and Kingston’s adventure to find a sunrise shell they came across a tide pool. Tide pools form where the sea meets land. The water in a tide pool changes every time the water from the tide comes and goes. The story can teach you a lot about tide pools if you look closely. You can also learn a lot by creating your own tide pool, which you will do in this task.</p> <p><u>Directions:</u></p> <ol style="list-style-type: none">1. Use the story and the web organizer to write down what you learned about tide pools from Ocean and Kingston’s adventure.2. Then use the experiment directions to build your tide pool and use the observation page to write down what you notice and wonder about the changes.3. Lastly, use your organizer and your observation page to write about what you learned.

EXPERIMENT

Materials

- Roasting pan or small bin
- Rocks of various shapes and sizes
- Sand (optional)
- Water (of course)
- Cup or pitcher
- Plastic sea animals (optional)
- Clay/Play-doh (optional)
- Observation page

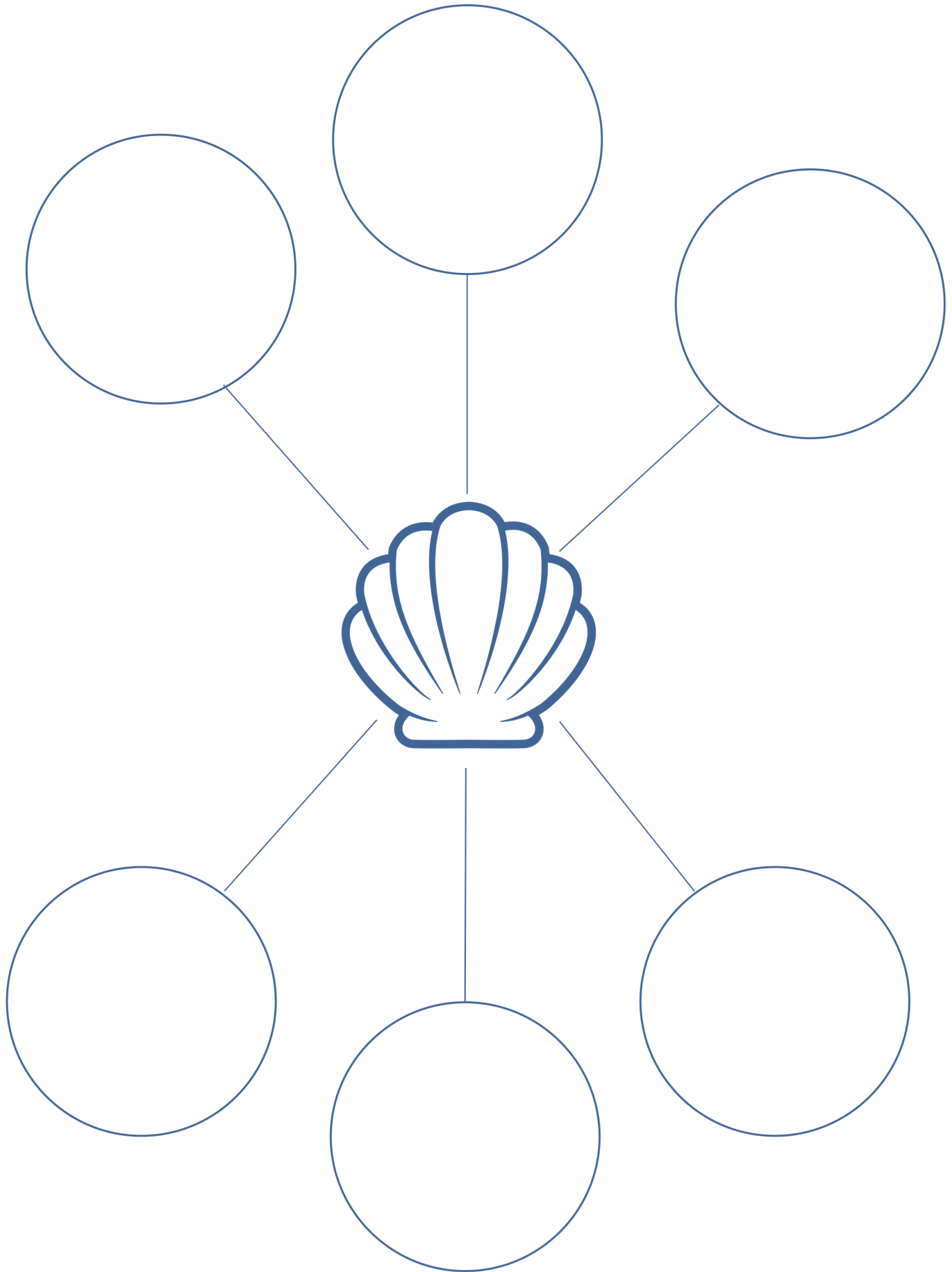
Directions

1. Create a tide pool with your rocks. Layer and build your rocks to different heights in the water
2. Add sand, if you choose
3. You can also use play-doh or clay to build up your tide pool or to sculpt your own sea animals
4. Add in plastic animals in various locations of your tide pool. Make sure to only include the sea animals you would find in an actual tide pool for this experiment
5. Begin to fill your tide pool with water just enough to create a shallow pool. Notice which parts fill up and which animals go underwater first. Write your observations for low tide.
6. Next, add more water and notice what happens to your tide pool as the water begins to rise. Write your observations about the rising tide.
7. Lastly, fill your tide pool almost or completely full. Write your observations about high tide.

OBSERVATIONS

TITLE	OBSERVATIONS
Low Tide	<p>Notice:</p> <p>Wondering:</p>
Rising Tide	<p>Notice:</p> <p>Wondering:</p>
Low Tide	<p>Notice:</p> <p>Wondering:</p>

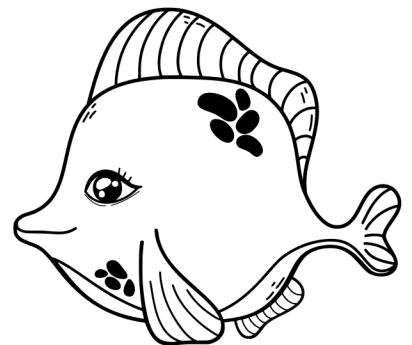
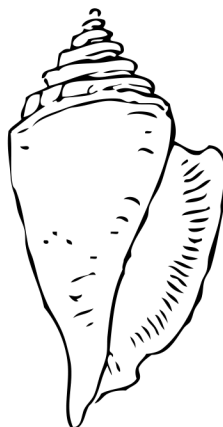
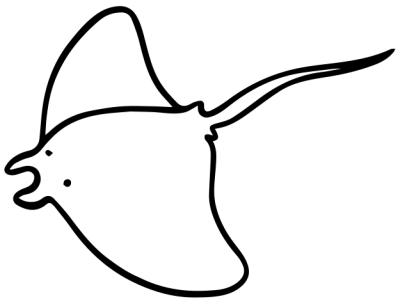
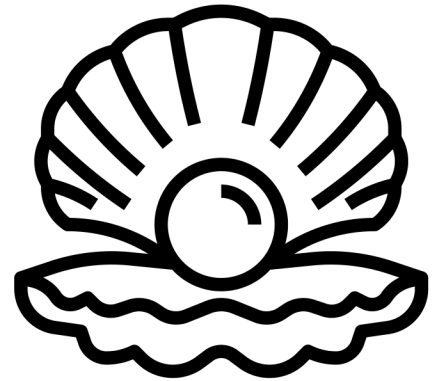
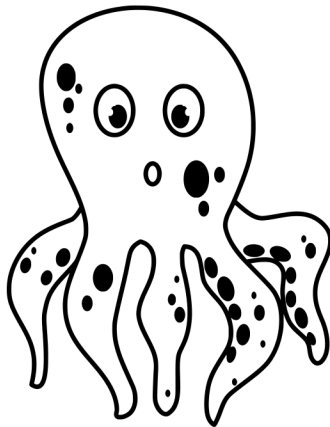
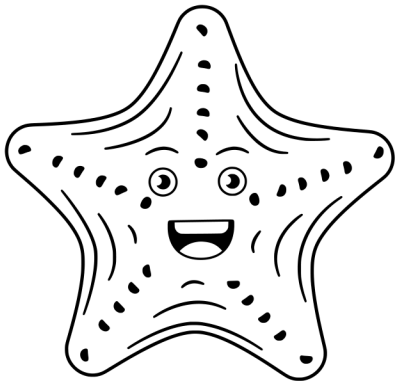
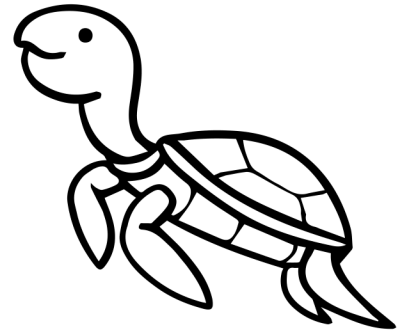
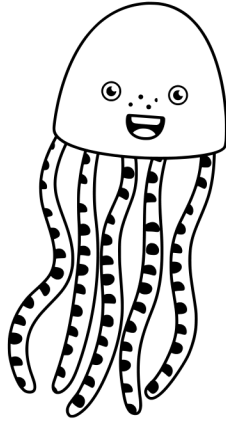
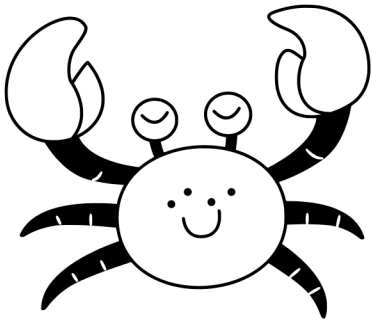
WEB ORGANIZER



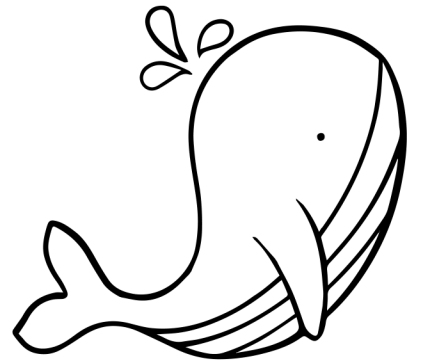
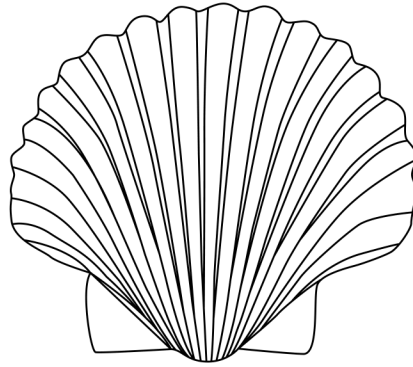
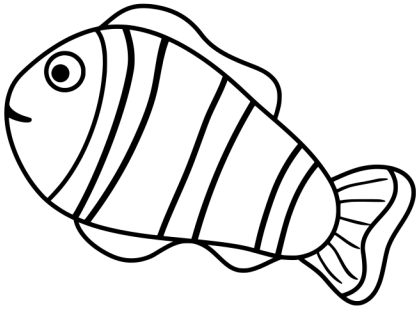
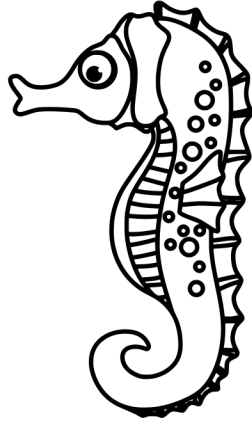
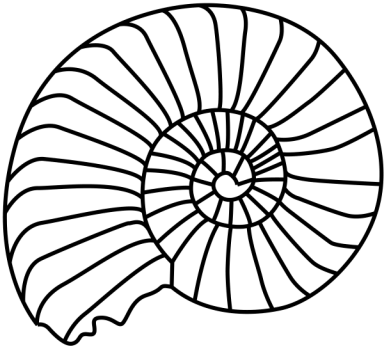
TASK 4

Standard Strand	Foundational
Standard Category	Sentence Composition
Task 4 Objectives	Students will demonstrate their knowledge of verbs in a sentence.
Task 4	<p><u>Directions:</u></p> <ol style="list-style-type: none">1. Cut out charade cards and pass one out to each participant.2. Each person will read through the text to identify a verb and the page number to write on their charade card. Each person can have a copy of the story or divide into two teams with each team having a copy of the story to complete this part of the activity. Try not to repeat verbs.3. Collect each charade card and place it in a stack facedown.4. Split into teams if you haven't done so already.5. Each team takes turns sending a person to the front.6. That teammate chooses a card and without speaking or showing the card, will have one minute to act out the verb on the card. Only their team will be able to guess the verb. **If the team is stuck the game monitor can give them the page number written on the card so they can go back to the story to try to find it.7. Teams that guess the verb correctly will receive one point. <p>Two ways to win:</p> <ul style="list-style-type: none">• After every person acts out a verb the team with the most points wins.• Choose a specific point value and the first team to the value wins. <p>★ Use the list of verbs to help prompt students during the verb identifying portion of the activity. (It is not an exhaustive list.)</p>

CHARADE CARDS



CHARADE CARDS



hunt, shook, scurried, hiked, bent, weaved, waddled, run, hide, glided, snatched, froze, wrapped, whooshed, grabbed, swam, erupt, searched, pointed, reached, peered, slithered, barked, paddled, zigzagged

TASK 5

Standard Strand	Foundational
Standard Category	Vocabulary Acquisition
Task 5 Objectives	Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases
Task 5	<p>Ocean and Kingston live on the island of Hawaii. Hawaii is special because it has two official languages, English and Hawaiian. Ocean introduces several words from the Hawaiian language throughout the story. In this task, you will create a Hawaiian language book so you can share your new words with family and friends.</p> <p><u>Directions:</u> Use the pages provided to create your vocabulary book. For each Hawaiian word please fill in the word, pronunciation, word meaning, and draw a picture.</p> <p>★ Teachers: please copy the pages front to back and staple on the left side to create the book.</p>

An underwater scene with a blue background and white wavy lines representing water. There are three fish: a large orange and blue striped fish, a smaller orange and purple spotted fish, and a purple and orange striped fish. The bottom of the scene features a blue rock formation with two orange and red starfish, and various purple and red coral structures. A purple shell is visible behind the rock.

MY
HAWAIIAN
WORDS

WORD

PRONUNCIATION

WORD MEANING

PICTURE THE WORD

WORD

PRONUNCIATION

WORD MEANING

PICTURE THE WORD

WORD

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