

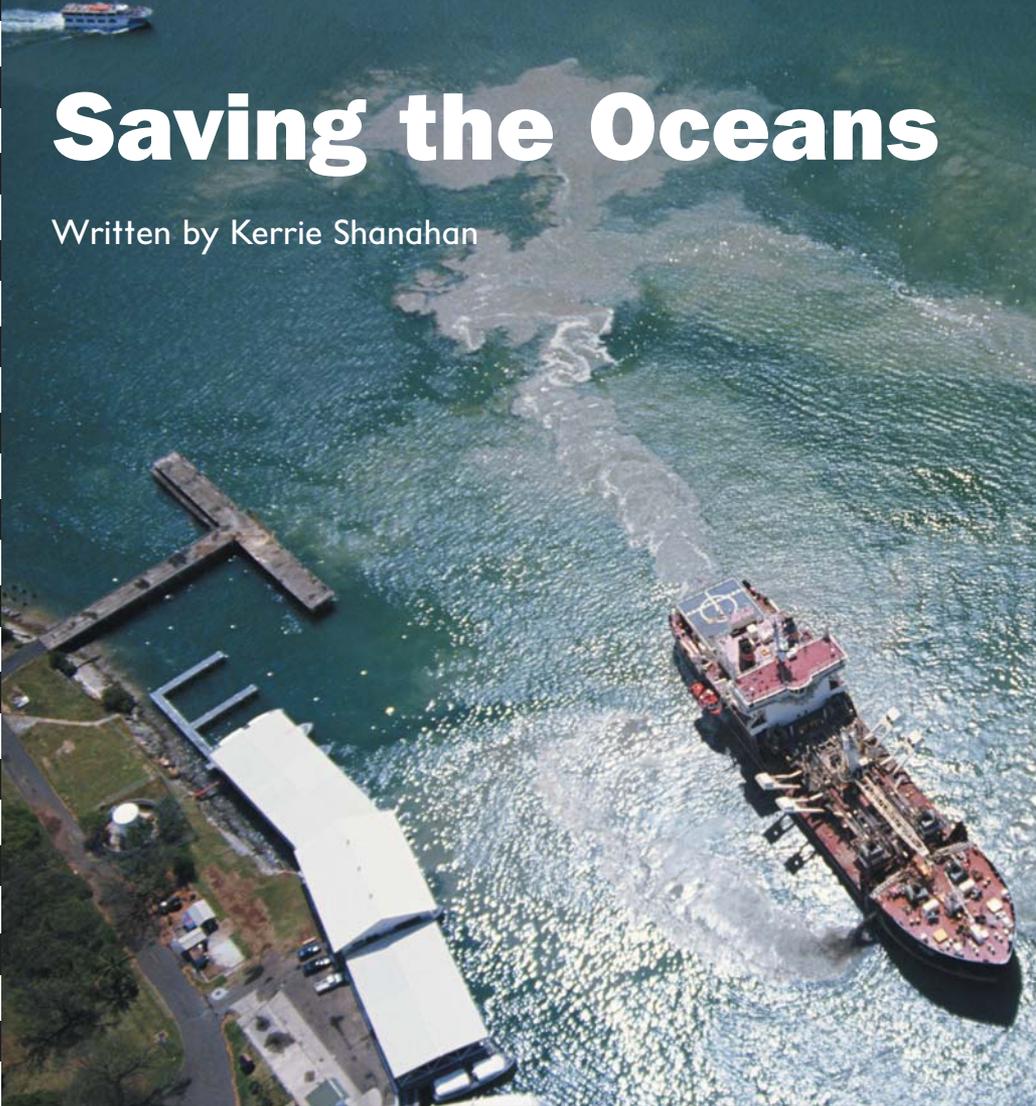


**Teacher Edition**

**AlphaWorld**

# **Saving the Oceans**

Written by Kerrie Shanahan



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## How to use this book

The AlphaWorld teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

### Before reading

#### Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

### During reading

#### Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. The children then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

#### Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

### After reading

#### A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

## Selected text features

- Introduction and conclusion
- Topic headings are posed as questions
- Information boxes give further detail

## Vocabulary

banned, breed, century, damaged, endangered, extinct, habitats, long-line, marine, oceans, oil, polluted, population, protect, reefs, rock pools, sanctuaries, whaling

## Setting the context

*Have you ever been to the beach to swim in the ocean? What was it like?*

Brainstorm the concept of 'ocean'.

Encourage the children to respond in as many ways as they can. Record their responses on a chart.

## Background information

*Saving the Oceans* is written as an argument. The introduction states that oceans are being damaged by people. The rest of the text supports this position by pointing out some of the ways that people are harming the oceans and giving practical suggestions about how people can protect them. If this is done, people will be able to continue to enjoy the ocean, and animals can live unharmed in their natural habitat.



## Front cover

Show the front cover.

*This book is called Saving the Oceans.*

*Why would oceans need saving?*

*What can you see on the front cover? Why might it be there?*

## Title page

Read the title and the name of the author.

Point out the publisher's logo.

● **Predict**

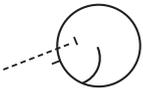
*This is the contents page. Let's read through it and find out what this book is about.*

● **Read** to the end of page 3.

● **Reflect**

*What is unusual about this contents page? Yes, the topic headings are written as questions.*

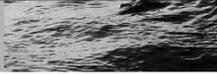
*Do you think these questions will be answered?*



**Observe and support**

Does the child understand the structure of the text?  
Does the child understand that the topic heading is a question that will be answered in the text?

## Contents



Introduction 4

### Why are the oceans polluted? 6

People put waste in the oceans 6

People drop rubbish in the oceans 8

People put oil in the oceans 10

### What is happening to sea animals? 12

People catch too many fish 12

People catch animals they don't want 14

People kill whales 16

### What is happening to ocean habitats? 18

People damage the ocean floor 18

People damage reefs and rock pools 20

Conclusion 22

Glossary 24



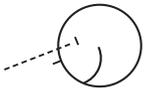
## **Predict**

*This is the introduction. It says that oceans are important to animals that live in the sea and also to people and animals that live on land. But the oceans of the world are in trouble. Why do you think the world's oceans are in trouble?*

## **Read** to the end of page 4.

## **Reflect**

*Why are our oceans in trouble?  
What does this book explain?*



## **Observe and support**

Ask one child to read aloud to you while the others are reading silently.

Does the child attend to paragraph breaks to support expressive reading?

Point out the paragraph break.

*Did you notice the extra space between these two lines? This tells us a new idea is coming. It is a good idea to pause a little before reading a new paragraph aloud.*

## Introduction

Oceans are important to animals that live in the sea and also to people and animals that live on land. But the oceans of the world are in trouble.

- Many of the world's oceans are being polluted.
- Too many fish are being taken from the ocean.
- Some sea animals are in danger of becoming extinct.
- Many ocean habitats are being damaged.

This book explains what is happening to oceans and what people can do to save them.



## **Predict**

*This topic heading is the question ‘Why are the oceans polluted?’*

*They are polluted because people put waste in the oceans. Rivers and drains carry chemicals and other waste from factories, cities and farms into the ocean. What happens when waste gets into the ocean? What can people do to solve this problem?*

*Turn to page 8.*

*Look at the photo on this page. What has happened to these seals?*

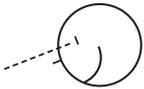
*The rubbish that people drop in city streets can be washed down drains and end up in the ocean. How would rubbish harm sea animals?*

 **Read** to the end of page 8.

## **Reflect**

*What are chemicals? What are they used for?*

*How is rubbish dangerous to sea animals? What can people do to stop this problem?*



## **Observe and support**

*Can the child correct errors when they occur?*

*I noticed that you re-read the sentence you were having difficulty with. The second time you tried, you read it very clearly.*

## Why are the oceans polluted?



### People put waste in the oceans

Rivers and drains carry chemical and other waste into the ocean. This waste comes from factories, cities and farms and some of it can come from our homes.

Waste from factories is sometimes put into rivers and chemicals used on farms can be washed into rivers. The rivers carry this waste into the ocean. When people use chemicals at home, these can also be washed into the ocean.

When waste gets into the ocean, it can damage or kill plants and animals that live there.

### What can people do?

- Stop putting waste into rivers and drains.
- Use detergents that are non-toxic.
- Recycle water.



### People drop rubbish in the oceans

If people drop rubbish on the beach or from boats, they pollute the oceans. Sea animals can be killed if they become trapped in fishing lines and nets.

The rubbish that people drop in city streets can be washed down drains. This rubbish often ends up in the ocean. Rubbish can kill sea animals if they mistake rubbish for food and eat it.

### What can people do?

- Don't drop rubbish from boats or on the beach.
- Always put rubbish in bins.
- Buy things with less packaging and recycle as much as possible.



## **Predict**

*This subheading ‘People put oil in the oceans’ also contains information to answer the question ‘Why are the oceans polluted?’ Oil can be spilt from ships or drip from cars onto the roads and get washed down drains, ending up in the ocean.*

*What damage do you think oil would do in the ocean?*

*Turn to page 12.*

*Now the text will answer the question ‘What is happening to sea animals?’ The first point is that people catch too many fish. Millions of fish are taken from the ocean to feed people all over the world. Many young fish are caught and not enough fish are left to breed and replace those taken for food. What can people do to help?*

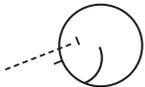
## **Read** to the end of page 12.

## **Reflect**

*How does oil get into the ocean?*

*What can people do with oil they no longer want?*

*Why are fish caught? What can people do to make sure there are enough fish left in the ocean?*



## **Observe and support**

Can the child support his or her understanding of the text with direct evidence from the page?

What does ‘set up fish farms’ mean?

## People put oil in the oceans

Oil can be spilt from ships. This happens if oil tankers crash onto a reef and break up, or if they collide with another ship. The oil can cover large areas of the ocean's surface.

If cars drip oil onto roads, the oil gets washed down drains and can end up in the ocean where it damages plants and animals.

When lots of oil gets into the ocean, it can kill many sea creatures or destroy their homes.

### What can people do?

- Make sure oil tankers are seaworthy.
- Repair oil leaks in cars immediately.
- Always have paint, oil and chemicals collected separately from other waste.



## What is happening to sea animals?



### People catch too many fish

Millions of fish are taken from the ocean to feed people all over the world. Many more fish are caught than are used for food, so many fish are wasted. Some of the unwanted fish are thrown back into the ocean, but they often die because they have already been injured.

Some fish grow very slowly. These fish take many years to start breeding. If too many young fish are taken from the ocean, not enough fish will be left to replace the ones people have taken to eat.

### What can people do?

- Protect some areas from fishing.
- Set up fish farms that breed fish for people to eat.
- Set aside places in the ocean where fish can breed.



## **Predict**

*Another problem is that people catch sea animals they don't want. Look at the photo on this page. What is trapped? What is it trapped in? Some people use huge nets to catch fish. What else could these huge nets trap?*

Turn to page 16.

*People also kill whales. Last century, thousands of whales were hunted and killed for their oil, their meat and their bones. Now some types of whales are endangered. Look at the photo. What is happening here?*

## **Read** to the end of page 16.

## **Reflect**

*What happens to the sea animals trapped by mistake in the huge nets? How can people help to stop this way of fishing? What is whaling? Why do people want to hunt whales? What can people do to protect whales?*



## **Observe and support**

Can the child use context to explain the meaning of a word?

*What is a whale sanctuary?*

## People catch animals they don't want

Some people use huge nets to catch fish. These huge fishing nets trap lots of sea animals that people don't want to eat, as well as fish that people do want to eat.

Turtles, seals, dolphins and birds are some of the animals that are caught with large nets or long-line fishing lines. Many of these animals are thrown back into the ocean, but they often die because they have been injured.

### What can people do?

- Buy seafood that is caught in a way that protects the ocean.
- Stop using long-line fishing lines and large nets that catch sea animals such as turtles and dolphins.



14



15

## People kill whales

Last century, thousands of whales were hunted and killed for their oil, their meat and their bones. Now some types of whales are endangered.

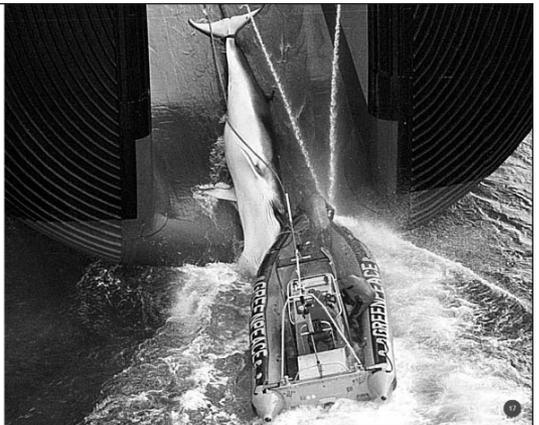
Because of this, whaling is now banned almost everywhere in the world. But some people still hunt and kill whales to sell their meat.

### What can people do?

- Encourage people to ban whaling.
- Set up whale sanctuaries.
- Join an ocean conservation group.



16



17

## **Predict**

*The information on the next two pages will answer the question, 'What is happening to ocean habitats?' What is a habitat?*

*People damage the ocean floor. The ocean floor is a place where many plants and animals make their home. It also helps to keep the ocean healthy. How do you think people damage the ocean floor?*

*Turn to page 20.*

*People also damage reefs and rock pools. When these are damaged, it can take many years for them to recover. Why are reefs and rock pools important?*

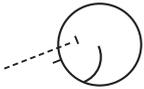
## **Read** to the end of page 20.

## **Reflect**

*What happens to the sea floor when fishing boats use drag nets? What can people do to protect the sea floor?*

*How do people damage reefs and rock pools?*

*Should you remove a starfish from a rock pool?*



## **Observe and support**

Can the child discuss each section of the text?

What is the problem? What is causing this problem?

How can people help to fix this problem?

## What is happening to ocean habitats?



### People damage the ocean floor

The ocean floor is a place where many sea animals and plants make their home. The ocean floor helps to keep the ocean healthy.

Fishing boats that use drag nets on the bottom of the ocean can disturb the places where many sea animals and plants live. The ocean floor can take a long time to recover after it has been damaged.



### What can people do?

- Don't disturb the ocean floor.
- Stop fishing with dragnets on the ocean floor.
- Protect certain places from fishing.



11

12

### People damage reefs and rock pools

Many sea animals live around reefs and in rock pools. When people walk on reefs and in rock pools, they can damage this marine habitat. If people take things from rock pools or reefs, they can also damage the ocean.

If reefs and rock pools are damaged, it can take many years for them to recover.

### What can people do?

- Don't take sea creatures or shellfish home.
- Look at animals in rock pools but don't touch them.



20

21

## **Predict**

*This is the conclusion. It says there are many ways that we can work together to save the oceans. What could some of these ways be?*

Turn to the glossary on page 24.

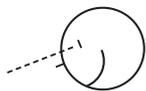
*Let's read through the words in this glossary. Are there any other difficult words in the book that could have been included in the glossary?*

## **Read** to the end of page 24.

## **Reflect**

*Do people care about our oceans? What have they done to protect the oceans?*

*Does the author believe we can make a difference? Why do you think so?*



## **Observe and support**

Can the child explain the purpose of a glossary?

*What is this page called? What is it for?*

*Can you tell me in your own words what a marine park is?*

## Conclusion

There are many ways we can work together to help save the oceans.

We can stop putting waste and rubbish in the ocean, we can take less fish from the ocean, and we can make sure we protect marine habitats.

If we all work together, we will save our oceans.



## Glossary

<b>fish farm</b>	a place where fish are bred for food
<b>habitat</b>	a place where groups of animals or plants normally live
<b>injured</b>	hurt or broken
<b>marine park</b>	an area set aside to protect and look after sea animals and plants
<b>sanctuaries</b>	a safe place for animals to live
<b>ocean floor</b>	the land at the bottom of the ocean
<b>waste</b>	rubbish such as plastic, metal, oil, chemicals and sewage
<b>whaling</b>	hunting and killing whales for oil, meat and whalebone

## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*Why are oceans important?*

*What is happening to the oceans?*

*How are oceans polluted?*

*What is happening to sea animals in the ocean?*

*What can people do to protect the oceans?*

*What would happen if we did not care about the oceans?*

### Being a code breaker

Explore the following language features:

- The sound /sh/: crash, fish, oceans, ships, starfish
- Unfamiliar and difficult words: chemicals, marine park, sanctuaries

### Being a text user

*What did you learn from reading this book?*

*What are your feelings about the oceans? Do you think they are at risk? What could you do?*

### Being a text critic

*What would you tell your friends about this book?*

*Is there anything you wouldn't tell them? Why?*

## Responding to text

 Ask the children to think about what it would be like to be a hunted whale, a turtle trapped in a fishing net, a crab dragged from its ocean floor home, a seal being strangled by a plastic bag or a starfish removed from a rock pool. Ask them to take on the role of one of the sea animals above. Role-play what would happen if they could tell people how they feel about living in the ocean.

 The children can create a poster informing others about how they can help to save the oceans.

 The children could identify words in the text that they thought were difficult and create their own glossary using these words.

## Writing links

Model writing a 'Letter to the Editor' to express your feelings about oceans and what can be done to save them.

Children could write their own 'Letter to the Editor'. These could be sent to your local newspaper or published in the school newsletter.

## Possible assessment focus

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Can the children:

- explain the arguments raised in each section of the text?
- discuss what would happen if we did not care about the oceans?
- use the context to explain the meaning of a word?



whole text activity



sentence activity



word activity

# Saving the Oceans

**Topic:** Conservation

**Curriculum link:** Natural Science

**Text type:** Expository: argument

**Reading level:** 21

**Word count:** 845

**Vocabulary:** banned, breed, century, damaged, endangered, extinct, habitats, long-line, marine, oceans, oil, polluted, population, protect, reefs, rock pools, sanctuaries, whaling

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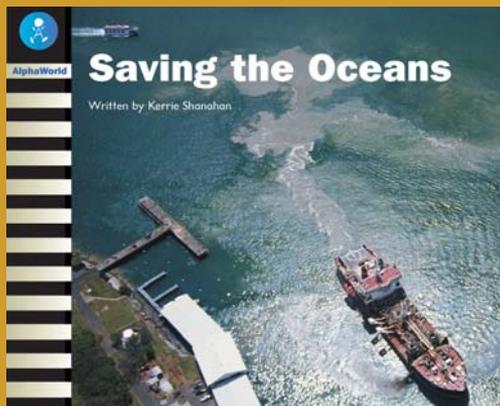
## Possible literacy focus:

- Understanding the arguments raised.
- Understanding why saving the oceans is important.
- Understanding the meaning of a word by using the surrounding context.

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## ESL possibilities:

- Shadow reading to focus on correct stress and intonation.
- Skimming through the text to locate words from the glossary.



## Summary

This book discusses the importance of saving the world's oceans. It outlines some of the reasons why the oceans are in trouble and provides practical suggestions for their protection.

**AlphaWorld**



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