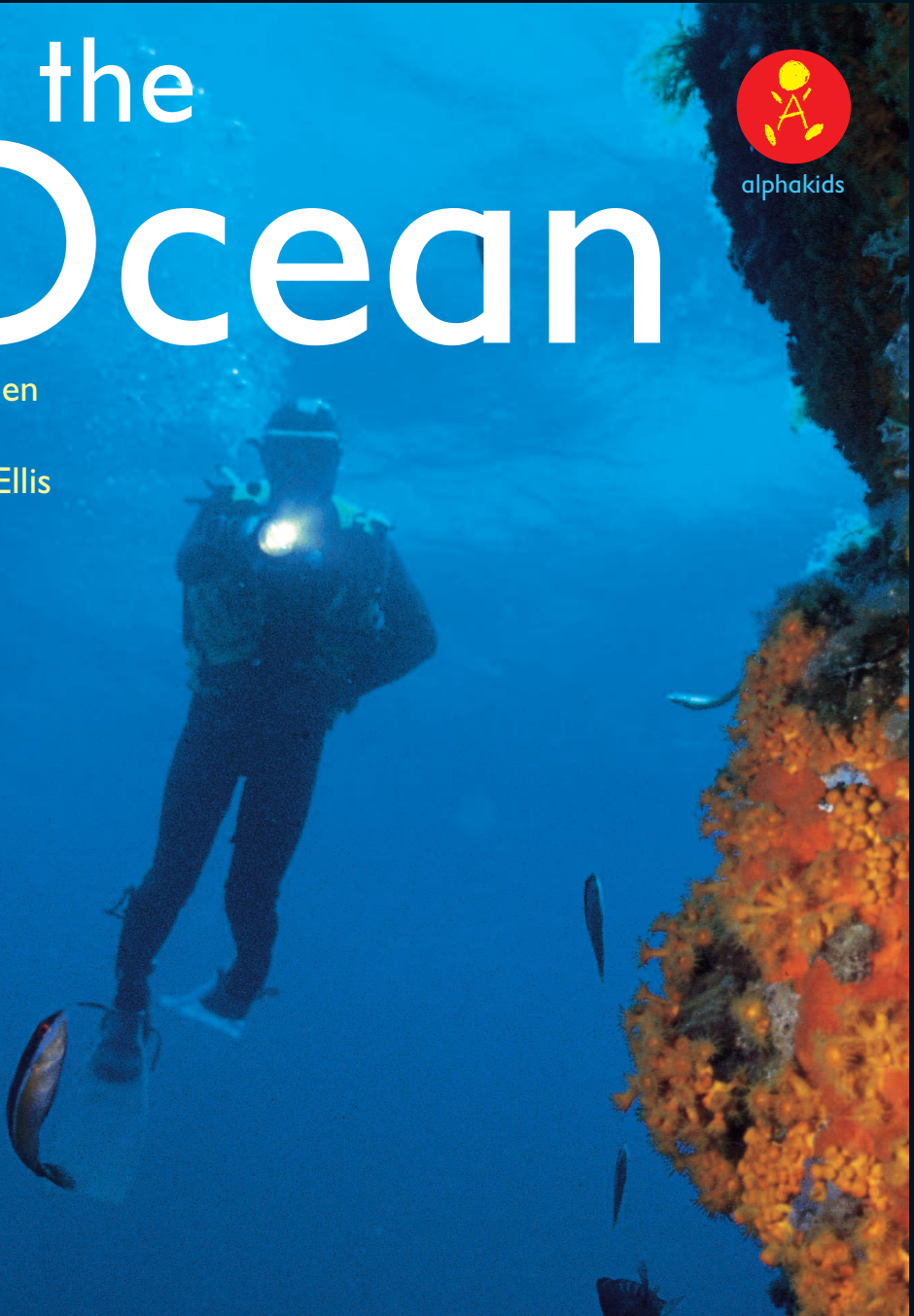


**Teacher Edition**

# In the Ocean

Written  
by  
Julie Ellis



Published edition  
© Eleanor Curtain  
Publishing 2004

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by  
Eleanor Curtain Publishing  
Text: Elizabeth Golding  
Consultant: Susan Hill  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3369 3

1 2 3 4 5 6 7 8 9  
04 05 06

## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The text is in a poem format.
- The familiar rhyme 'I looked in the ocean and what did I see? I saw a ... but it didn't see me' is used throughout.

## Vocabulary

crab, fish, ocean, octopus, seahorse, sea star, shark, stingray, time

## Setting the context

Provide the children with posters and pictures of animals that live in the ocean. Ask them to tell you what animals they might see if they went scuba diving in the ocean. List their suggestions on the board.

## Introducing the book

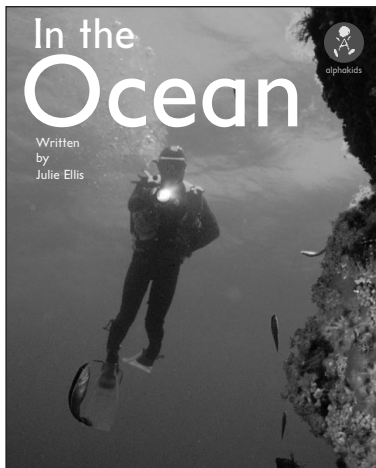
*This is a book about diving in the ocean.*

*It is a poem.*

Read pages 2 and 3 together.

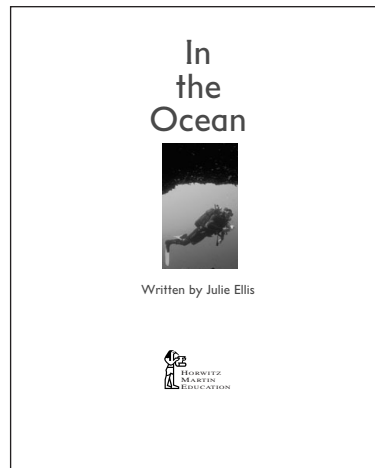
Turn through the book, identifying the other animals the diver sees.

*What did the diver see when he looked in the ocean this time?*



### Front cover

*Look at the picture on the cover. What can you see? Why does the scuba diver need a torch? What else would the diver need to be able to swim around in the ocean?*



### Title page

*This is the title page. What is the title of this book?*

Point out the author's name.



## **Talkthrough**

*Where is the scuba diver on page 2? What is he looking at? On page 3 there is a close-up of a fish. What does it look like? Now read these first two pages aloud to yourself. What do you notice about how the words sound?*

Listen to the children as they read and see if they can hear the rhythm and rhyme in the text. If they are not reading with an understanding of the rhythm and rhyme, model this for them.



## **Observe and support**

Can the children read the text with an understanding of its rhythm and rhyme?

*Read these pages, making sure we can hear the rhythm of the words.*



I looked in the ocean  
and what did I see?

2



I saw a fish,  
but it didn't see me.

3



## **Talkthrough**

*What is the scuba diver holding? What would he do with this piece of equipment?*

*What animal can you see on page 5? How do you think it would feel? What are its special features?*



## **Observe and support**

*Can the children locate the high-frequency words: saw, but, see?*

*Can you find the word 'see'? What does it start with? What sound can you hear at the end of the word?*



I looked in the ocean  
and what did I see?

4



I saw a crab,  
but it didn't see me.

5



### **Talkthrough**

*Here is another type of ocean animal. What is it? There is a close-up on page 7. What is special about this animal?*



### **Observe and support**

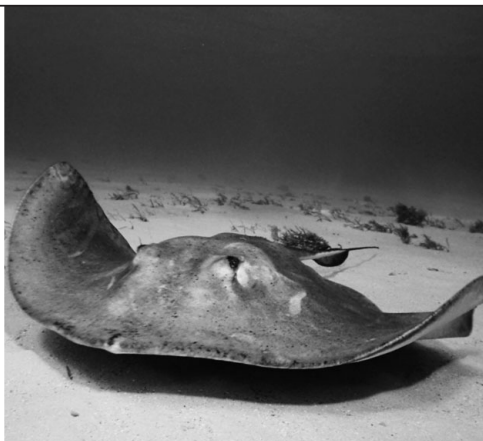
*Do the children understand the text at a literal level?  
Why can't the stingray see the diver?*





I looked in the ocean  
and what did I see?

6



I saw a stingray,  
but it didn't see me.

7



## **Talkthrough**

*Here comes the diver with his torch. Another ocean animal is hidden on the coral on page 8. What is it?*

*Ask the children to locate the words 'sea star'.*

*What helped you to find these words?*

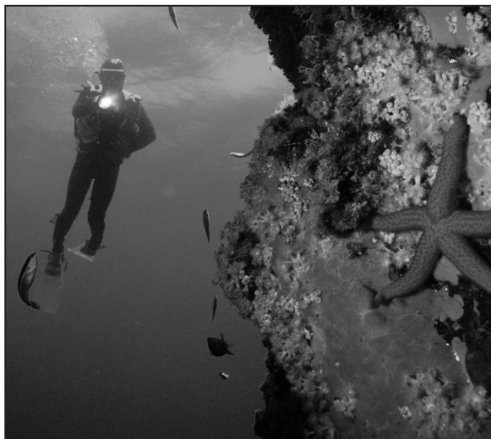
*Why do you think this animal is called a sea star?*



## **Observe and support**

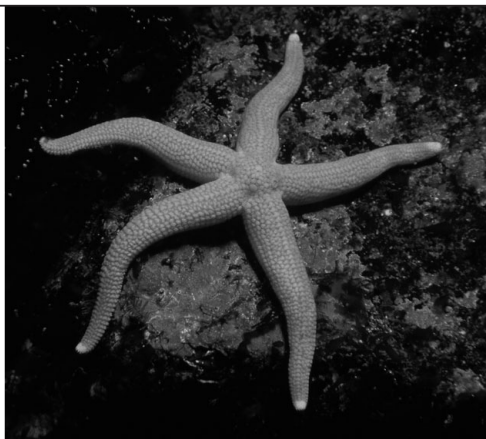
*Can the children use the visual information to confirm their reading?*

*How did you work out the words 'sea star'? Did you look at the picture as well as the words?*



I looked in the ocean  
and what did I see?

8



I saw a sea star,  
but it didn't see me.

9



### **Talkthrough**

*Where is the diver going now? What type of creatures might live in a dark environment?*

*On page 11, what can you see? Seahorses are very tiny creatures. They curl their tails around some seaweed to hang on and stay in one place for a long time.*



### **Observe and support**

*Do the children know what a compound word is?*

*Seahorse is a compound word. What does this mean?*

*Ask the children to tell you other compound words they know. One of these could be 'stingray'.*



I looked in the ocean  
and what did I see?

10



I saw a seahorse,  
but it didn't see me.

11



## **Talkthrough**

*Now the diver is near a whole school of fish. Why do you think the fish are swimming together?*

*On page 13 we see the next animal the diver sees. What is it? What facts do you know about the octopus?*



## **Observe and support**

*Observe the children as they read. Can the children read the text fluently?*

*Can you read this smoothly?*



I looked in the ocean  
and what did I see?

12



I saw an octopus,  
but it didn't see me.

13



## Talkthrough

*How do you feel about this animal?*

*Why do you think people are scared of sharks? Do you think they should be scared of sharks?*

*Did the shark see the diver? What do you think the diver will do?*

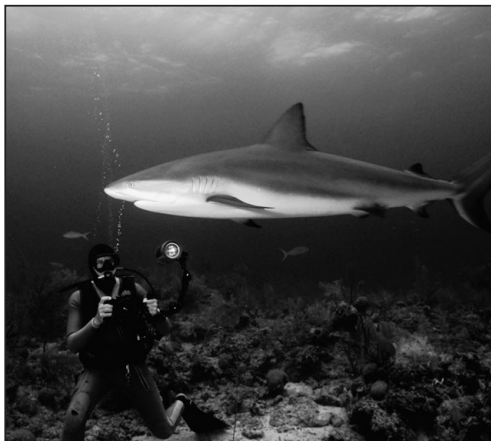


## Observe and support

*Do the children re-read the text to confirm their understanding?*

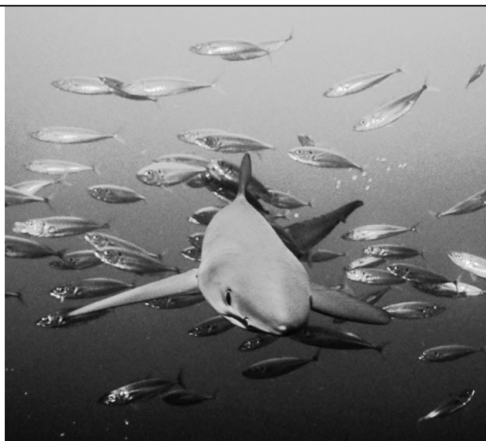
*I like the way you re-read the text to check that you understand it properly.*





I looked in the ocean  
and what did I see?

14



I saw a shark  
and the shark saw me.

15



## Talkthrough

*Were you right?*

*Did the diver do what you thought he might?*

*Where is he going?*



## After reading

### Being a meaning maker

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

*What animals did the diver see when he looked in the ocean?*

*Which of the animals were dangerous? Why?*

*What did the diver do when the shark saw him?*

*If the book had been two pages longer, what might have happened next?*

## Being a code breaker

Explore the following language features:

- Hearing words: the children could listen for words in the text with two syllables. They could clap each time a word with two syllables is read: didn't, ocean, seahorse, stingray.
- Hearing sounds: the children could listen for words with the /s/ sound: octopus, saw, sea, seahorse, see, star, stingray.

## Being a text user

Refer to the text and the list made prior to reading the book when discussing these questions:

*Which of the animals in the book were on our list? Which were not?*

*What does this book teach you about the ocean?*

*What kind of book is it? How do you know?*

## Being a text critic

*Could this story be true? Why or why not?*

*Would you ever go diving in the ocean? Why or why not?*

## Responding to text



Create underwater murals on the classroom windows. Provide the children with coloured paper, felt tip pens, cellophane, shiny paper, glue and scissors. Ask the children to work in cooperative groups to make an underwater scene using some of the animals from the book.



Provide books, posters and access to CD-ROMs about the ocean.

The children could select an animal that lives in the ocean and write two or three sentences about it and illustrate their page for a class book.



Create a memory game. Provide the children with twelve small cardboard cards. Ask them to select six animals that live in the sea, and draw each one on six of the cards and write the name of each one on the other six. The children can then play a game of memory with a partner and share their games.

## Writing

Innovate on the text of *In the Ocean*. Point out the pattern of the familiar rhyme used throughout the book. Ask the children to work with a partner to create their own version of this book.

## Assessment

---

Can the children:

- recognise errors and attempt to correct them?
- read the text with an understanding of its rhythm and rhyme?



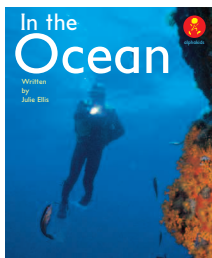
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** The Sea

**Curriculum link:** Science

**Text type:** Poem

**Reading level:** 4

**Word count:** 139

**High-frequency words:** a, and, but, did, didn't, I, in, it, looked, me, saw, see, what

**Vocabulary:** crab, fish, ocean, octopus, seahorse, sea star, shark, stingray, time

### Possible literacy focus

Developing strategies for self-monitoring of reading.  
Reading rhythmic, rhyming text.

### Summary

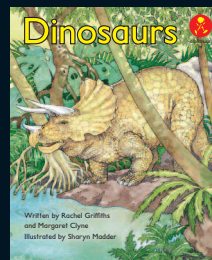
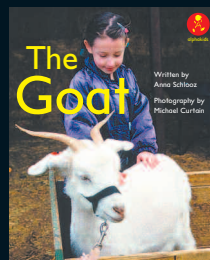
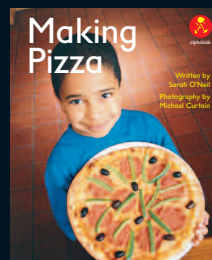
This book is a repetitive text that explores a range of animals that live in the ocean. It includes close-up photographs of these animals in their natural environments.

ISBN 0-7253-3369-3



9 780725 333690

Other  
books  
at this  
level



alphakids