

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

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.

Follow-up activities

Understanding text structure: Expository: argument

Ask the children to look carefully at the format of this book. Explain to them that the material is presented as an argument. Draw the following grid on the board.

Statement of position (Introduction)
Points supporting this position • • •
Summing up (Conclusion)

Now work together to complete the grid.

Tell the children that in this book, the topic headings are presented in the form of questions.

Who can show me a topic heading?

What information do you think will be presented here?

Now read the section and see if you were right.

Debate

Discuss with the children how a debate works.

First, set a topic with opposite points of view, e.g. Oceans are healthy environments. Discuss with the children the opposing points of view. Explain that a debate is a structured way to resolve opposing points of view. Two teams of three members each are chosen. One team supports the topic and the other disagrees. The rest of the class judges the debate. The teacher acts as a moderator and sets a time limit for each side to present their arguments.

Provide time for the teams to prepare for the debate. Then allow time for the debate to occur. The children watching the debate can then report back at the end and state how they were affected by the arguments of the two teams.

Skim reading

Ask the children to turn to pages 16–17 in *Saving the Oceans*. Ask them to find the word 'sanctuaries'.

What do you think 'sanctuaries' are?

Locate the word on these pages and read to find out.

Explain that sometimes you need to skim read the text to locate certain pieces of information quickly. Remind the children that skim reading means that you do not need to read every word on the page.

Poster

You will need:

large sheet of paper, felt pens, pencils, coloured pencils, ruler

1. Design a poster to show how people can help to save our oceans.
2. Pick one topic from the book.
3. Use large, clear lettering so that it is easy to read.
4. Draw pictures to illustrate your poster.
5. Display your poster around the school.

Acrostic poem

You will need:

paper, pencils

1. Use the following words to make an acrostic poem: **SAVE THE OCEANS**.
2. Write the letters of each word one underneath the other, down the page.
3. Think of a word that starts with each letter and that describes the topic.
4. Write the word next to the letter.
5. Publish your acrostic poem and display it in your classroom.



Saving the Oceans

Write about each picture. What should we be doing here to help save the oceans?



Cloze

Write the missing words in the spaces.

What is happening to fish in the ocean?

People catch too many fish

Millions of fish are taken from the _____ to feed people all over the _____. Many more fish are caught than are used for food, so many fish are _____. Some of the unwanted fish are thrown back into the _____, but they often die because they have already been injured. Some fish grow _____ slowly. These fish take many years to start breeding. If too many _____ fish are taken from the ocean, not enough fish will be left to replace the ones people have taken to eat.

People catch animals they don't want

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

Instructions Ask children to read on if they are having trouble thinking of a word and try again. The answers do not have to be the same as in the book, as long as they make sense.