

Teaching Activity Guide
for

Shark Baby

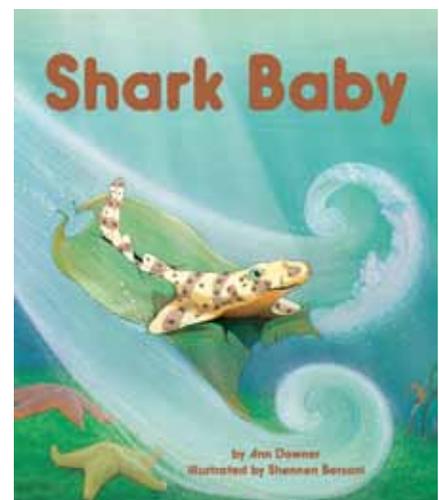


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How to Use This Activity Guide (General)

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

For teachers in the classroom: We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be near impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

For homeschooling parents and teachers in private schools: Use as above. Aren't you glad you don't have to worry about state standards?

For parents/caregivers: Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

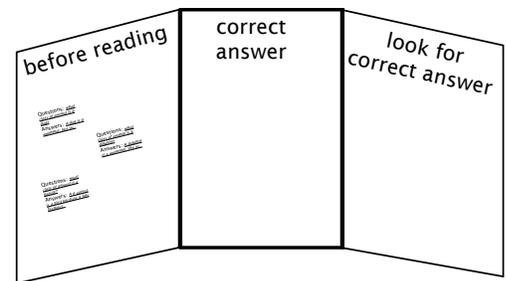
What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.



After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the child/children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.

Pre-Reading Questions

Show pictures of egg cases (in book) and ask children to explain what they are or what they think they are.

Now show them a picture of a chicken egg (shell) and ask children to explain what the items have in common.

There are many different types of habitat on land: forests, meadows, desert, saltmarshes, high mountains, etc. What are some different types of habitats in the ocean?

If land animals have adaptations to help them live in their land habitats, do you think ocean (marine) animals have adaptations to help them live in their ocean habitats? Why or why not?

Ask children to name different kinds of sharks that they know. Are all sharks big?

Sharks are predators; they hunt other animals for food. Are there any animals that hunt sharks?

Comprehension Questions & Writing Prompts

Objective Core Language Arts, Speaking and Listening: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Comprehension Questions:

In what was Shark Baby living?

What was he trying to figure out?

What were some of the ocean habitats he visited?

Do you think this story could be true? Why or why not?

Do you think an egg case could travel around the world? Why or why not?

What were some of the other animals that Shark Baby met on his adventure?

Where did the mother octopus lay her eggs?

How many eggs did mother octopus lay?

How did Shark Baby get back to the habitat in which he belonged?

What sea creature is called a “mermaid”?

What animal scared Shark Baby?

Where does the manatee live?

Which habitat is home to Shark Baby?

Writing Prompts:

If you could be any animal in this book, who would you want to be? Why?

Shark Baby travels through many different habitats in the ocean. What are some different habitats on land that you have seen or visited?

Shark Baby finds out that he can puff up to twice his size when he is scared. What do you do when you are scared?

Pick your favorite underwater habitat that Shark Baby visits. Pretend you are a sea creature who lives there and describe what it is like.

Cross-Curricular Vocabulary Activities

Objective Core Language Arts:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck). Use words & phrases acquired through conversations, reading/being read to, and responding to texts.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Use frequently occurring adjectives.

Vocabulary Game: This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at www.ArbordalePublishing.com.

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

Glossary/Vocabulary Words: Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently. The glossary has some high-level words. Feel free to use only those words as fit your situation.

Using the Words: The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

Silly Sentence Structure Activity: This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

Word Bank

See Glossary for words in Spanish and the definition in English.

Adjective	Noun	Verb
big	baby	bounce
cold	case	brew
cool	cave	call
deep	coral	carry
green	current	chase
hard	ear	curl
little	entrance	find
lonely	gap	laugh
loose	garden	look
pearly	kelp forest	munch
rocky	manatee	pick
rough	mermaid	puff
sandy	night	roar
shadowy	octopus	rock
sharp	purse	roll
small	ray	say
spiral	reef	scare
spotted	sea lion	scoff
striped	seagrass	see
strong	seahorse	slip
tattered	shark	split
tiny	size	suppose
torn	someone	swim
watery	storm	take
whole	tear	talk
wide	urchin	tell
wild	water	tumble
	wing	whirl
	world	

Cross Curricular: Silly Sentences

1. That night Mother Ocean brewed up a _____, and she _____ that baby a little too hard.
noun verb
2. The horn shark just _____. “Your _____ is all _____ and torn.”
verb noun adjective
3. The _____ picked up Shark Baby and _____ him on, to a garden of sea urchins on a rocky _____.
noun verb noun
4. Mama Octopus was looking at Shark Baby from the _____ to her cave.
noun
5. The mermaid was _____ seagrass.
verb
6. I suppose _____ told you that you were a mermaid’s _____.
verb noun
7. And she called over a manta _____, and told him to take Shark Baby back to the _____, striped world where the _____ play.
noun adjective noun
8. And the ray _____ Shark Baby under his _____ and swam with him, right back to his own _____ patch of the kelp forest.
verb noun adjective
9. The tattered egg case split _____ open and Shark Baby _____ into the _____ water.
adjective verb adjective
10. Shark Baby _____ himself up until he was twice his size and _____ the sea lion away.
verb verb

Language Arts: Word Families & Rhyming Words

Language Arts, Reading Standards: Foundational Skills, Recognize and produce rhyming words.

Word families are groups of words that have some of the same combinations of letters in them that make them sound alike...or rhyme. For example ad, add, bad, brad (Brad), cad, Chad, clad, dad, fad, gad, glad, grad, had, lad, mad, pad, plaid (silent 'i'), sad, shad, and tad all have an "ad" letter combination and rhyme.

- Find and write down rhyming words in the poem.
- Are they in the same word family?
- If so, circle the combination of letters that are the same.
- Can you think of more words in the word family?

Rhyming words are:

Rough

and

Puff

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

Sea

and

See

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

Storm

and

Torn

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

Play

and

Ray

They are / are not from the same word family.

Other words that rhyme are:

Language Arts: Sequence Sentence Strips

Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

Objective Core Language Arts:

Use temporal words and phrases to signal event order.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

In a world of stripes and shadows, where the seahorses played, Shark Baby was rocking, rocking in the arms of Mother Ocean, tied fast to a strand of kelp.

Snap! The egg case broke loose, and Shark Baby went tumbling and rolling in the rough, wild current.

But at last the wild, blue current roared itself out, and Shark Baby's egg case came to rest.

The current picked up Shark Baby and carried him on, to a garden of sea urchins on a rocky reef.

But Mother Ocean picked that baby up in her arms one last time, oh, so gently, and carried him by moonlight through the shadowy sea and finally set him down in a watery meadow in another ocean.

The manatee called over a manta ray, and told him to take Shark Baby back to the green, striped world where the seahorses play.

It wasn't a moment too soon—the tattered egg case split wide open and Shark Baby slipped into the cool water.

Shark Baby puffed himself up until he was twice his size and scared the sea lion away.

As they raced off together into the kelp forest, Shark Baby thought, “A swell shark is a very swell thing to be!”

Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	Z	M	X	E	N	C	M	E	S	S
2	E	T	A	S	W	L	A	T	E	R
3	G	S	M	H	J	M	N	G	P	E
4	G	T	E	A	K	V	A	Q	P	E
5	C	U	R	R	E	N	T	A	O	F
6	A	R	M	K	F	D	E	F	I	N
7	S	G	A	T	S	W	E	L	L	A
8	E	T	I	O	C	T	O	P	U	S
9	X	O	D	N	L	I	Q	I	P	V
10	T	J	I	N	U	F	K	E	L	P

Current
Egg Case
Kelp
Manatee
Mermaid
Octopus
Reef
Shark

Vertebrate Classes

Objective: Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals belonging to different vertebrate classes

Mammals:

hair, fur, whiskers, or quills at some point during their lives
backbone (vertebrate)
inside skeleton (endoskeleton)
lungs to breathe
most give birth to live young
produce milk to feed young
warm-blooded

Birds:

feathers
backbone (vertebrate)
inside skeleton (endoskeleton)
lungs to breathe
hatch from hard-shelled eggs
warm-blooded

Reptiles:

dry scales or plates
backbone (vertebrate)
inside skeleton (endoskeleton); most turtles also have a hard outer shell
lungs to breathe
most hatch from leathery eggs
cold-blooded

Warm-blooded animals make their own heat and have a constant body temperature

Cold-blooded animals' body temperature comes from their surroundings

Fish:

most have scales covered with a thin layer of slime
backbone (vertebrate)
inside skeleton (endoskeleton)
gills to breathe
babies are either born alive or hatch from jellylike eggs
cold-blooded

Amphibians:

soft, moist skin
backbone (vertebrate)
inside skeleton (endoskeleton)
most hatchlings (jellylike eggs) are called larvae or tadpoles and live in water, using gills to breathe
as they grow, they develop legs and lungs and move onto land
cold-blooded

Using the sorting cards, sort the animals into their class.

Common Invertebrates

Arthropods: Insects:

- hard outer covering
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- adults have 3 body parts: head, thorax & abdomen
- mouthparts adapted for chewing, biting, sucking and lapping
- breathe through tracheae
- compound eyes
- 3 pairs of legs
- usually 2 pairs of wings and 1 pair of antennae
- most hatch from eggs
- metamorphosis: none, incomplete, or complete
- cold-blooded

Mollusks

Bi-valves:

- have a two-part shell with a hinge to open/close
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- hatch from eggs
- cold-blooded
- marine and freshwater
- symetry:

Mollusks

Gastropods (Snails):

- most have hard shells
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- hatch from eggs
- cold-blooded

Arthropod

Arachnia (Spiders):

- no backbone
- one or two body segments
- pincers or fangs near mouth
- 4 pairs of legs
- no antennae

Arthropod

Crustaceans (Crabs):

- hard outer covering
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- mouthparts adapted for chewing
- 5 or more pairs of legs
- claws
- 2 pairs of antennae
- 2 compound eyes on stalks
- adults have 2 or 3 body segments
- hatch from eggs
- cold-blooded

Ocean Animals: Vertebrates or Invertebrates?

Animals that live in the ocean are called marine animals. They need the saltwater. Some people think that fish are the only animals that live in the ocean. Yes, it is true that fish live in the ocean, but so do many other different types (classes) of animals.

Fish, mammals, birds, amphibians, and reptiles all have backbones (vertebrates).

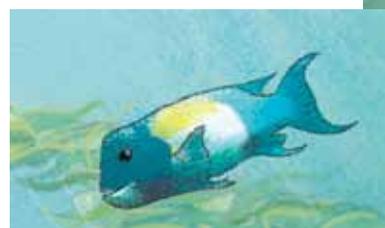
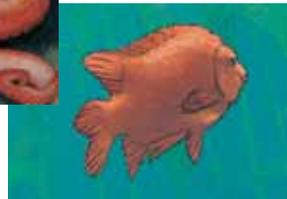
Fish breathe oxygen from the water using gills. Mammals and reptiles breathe oxygen from the air using lungs. Marine mammals and reptiles have to rise to the surface of the water to breathe. Unlike us, they can go for several hours without have to take in oxygen.

Most animals in the world, on land or in the water, do not have backbones (invertebrates).

Some invertebrates have hard casings on the outside of their bodies (exoskeletons).

Others don't have any kind of hard casing.

Can you tell which marine animals are vertebrates or invertebrates?



Animal Sorting Cards

Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.

Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).

Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.

Animal Card Games:

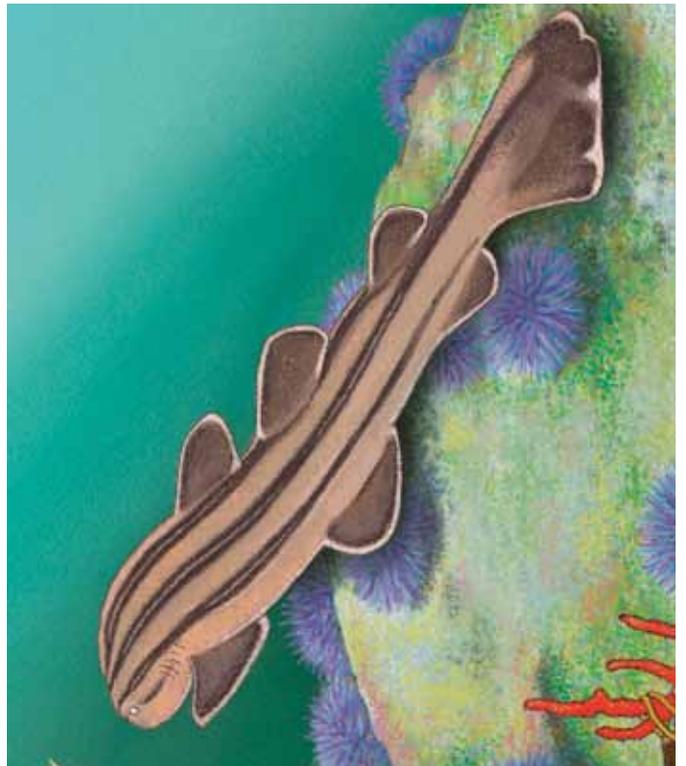
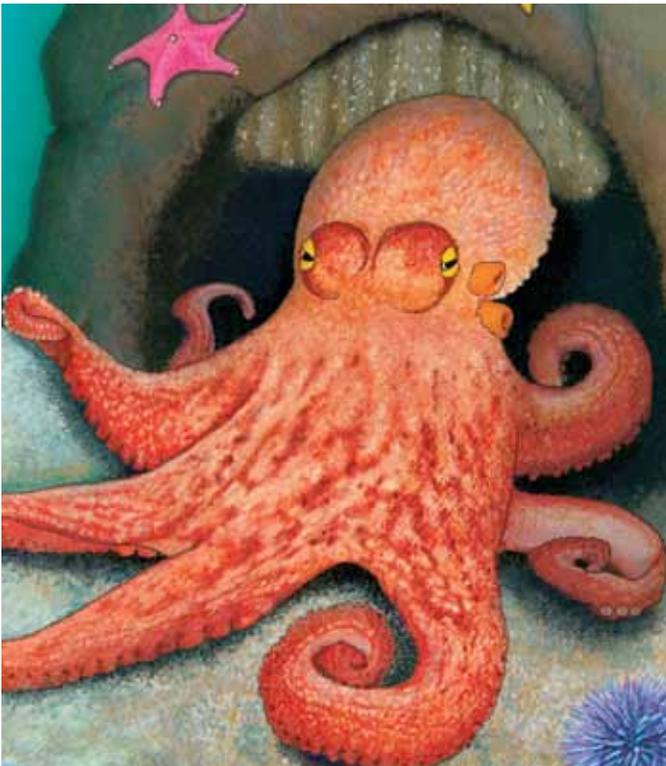
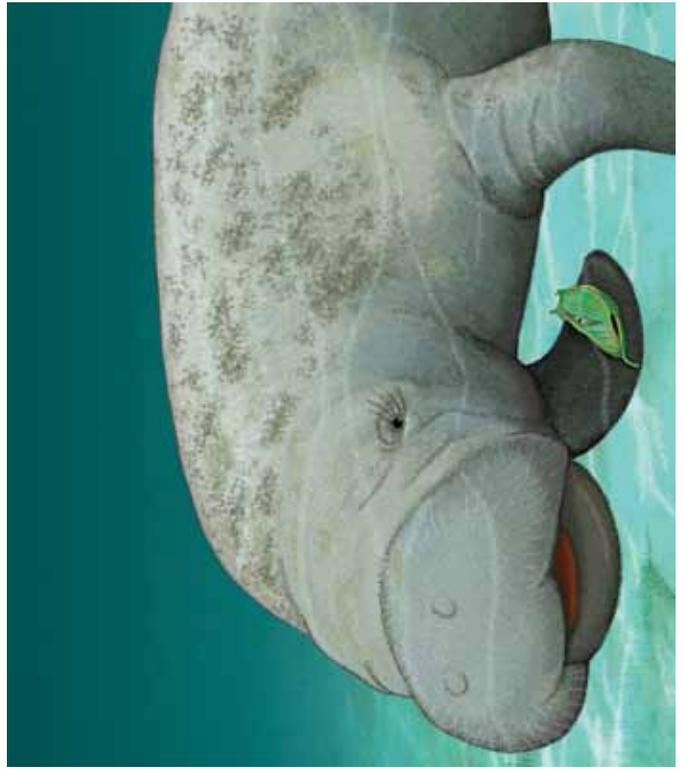
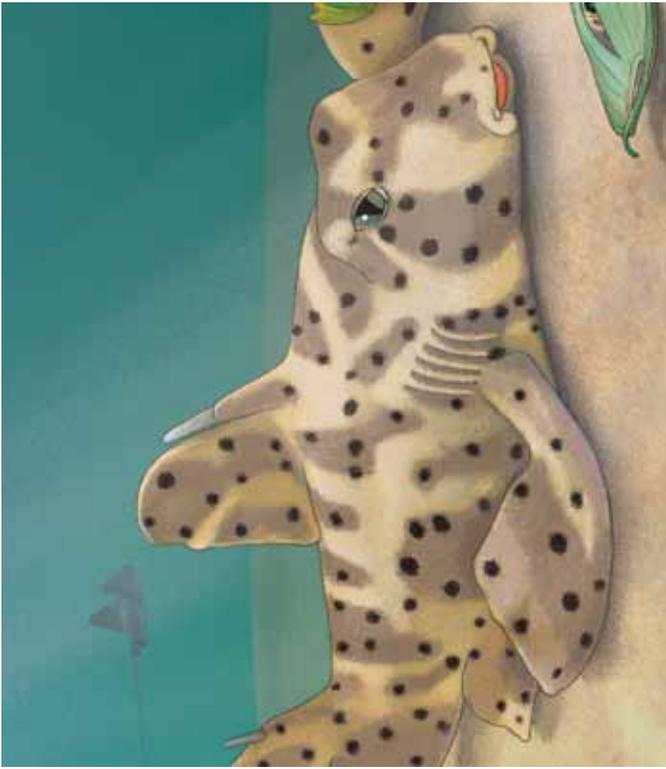
Sorting: Depending on the age of the children, have them sort cards by:

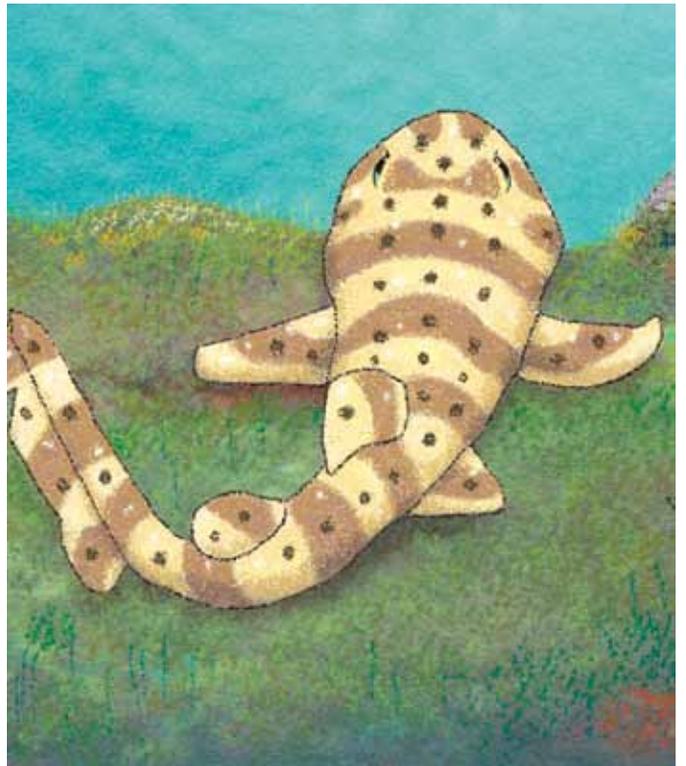
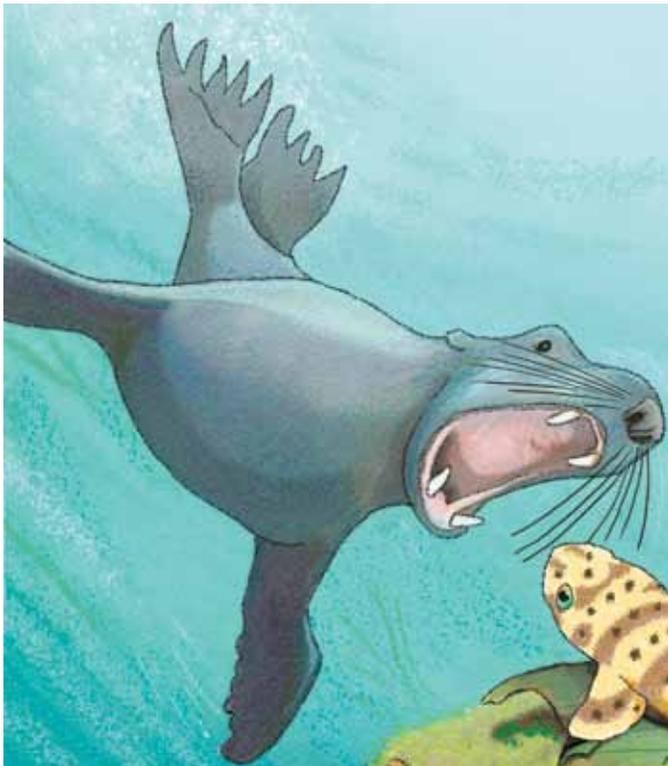
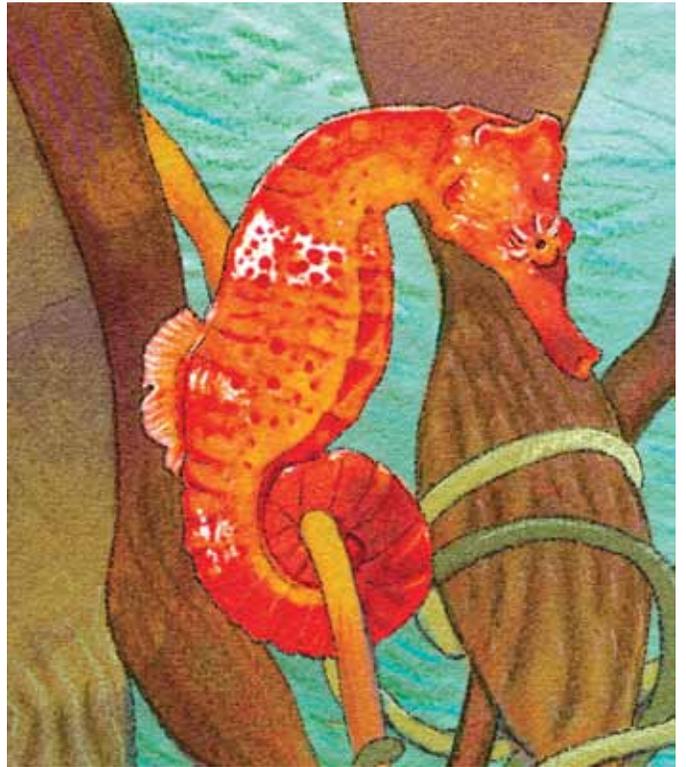
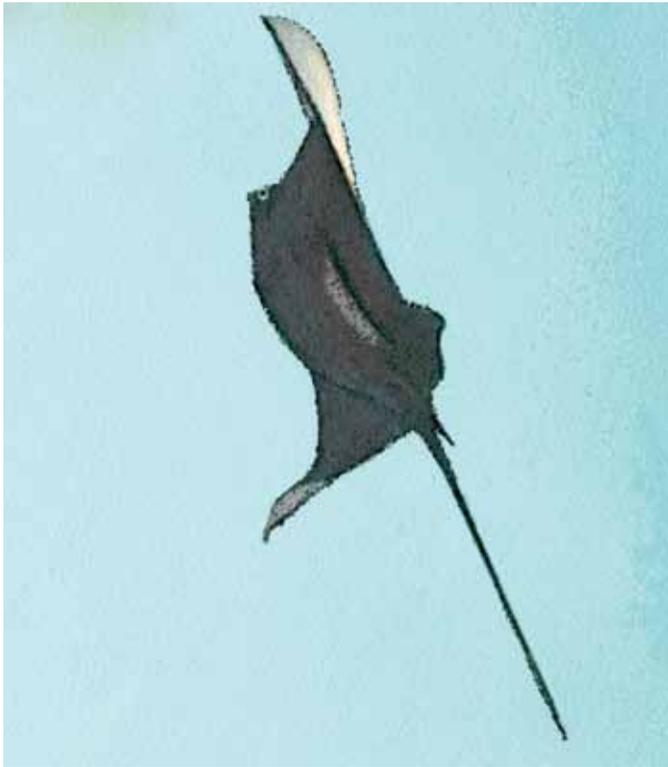
where the animals live (habitat)	tail, no tail
number of legs (if the animals have legs)	colors or skin patterns
how they move (walk, swim, jump, or fly)	animal class
type of skin covering (hair/fur, feathers, scales, moist skin)	
what they eat (plant eaters/herbivores, meat eaters/carnivores, both/omnivores)	

Memory Card Game: Make two copies of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

Who Am I? Copy and cut out the cards. Poke a hole through each one and tie onto a piece of yarn. Have each child put on a "card necklace" without looking at it so the card hangs down the back. The children get to ask each person one "yes/no" question to try to guess "what they are." If a child answering the question does not know the answer, he/she should say, "I don't know." This is a great group activity and a great "ice-breaker" for children who don't really know each other.

Charades: One child selects a card and must act out what the animal is so that the other children can guess. The actor may not speak but can move like the animal and imitate body parts or behaviors. For very young children, you might let them make the animal sound. The child who guesses the animal becomes the next actor.





Habitats

Objective: Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life)

Identify natural characteristics of places: landforms, bodies of water, natural resources, and weather).

Geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.

Habitats are more than just the plants and animals that live there. They are communities of plants, animals and non-living things that interact in certain locations. There are many different types of habitats all over the world.

Some things might live in more than one kind of habitat. Can you find any plants or animals that are in more than one habitat?

What are some of the non-living things in each habitat?

- Water: freshwater or saltwater? deep water or shallow water? what kind of precipitation? How often and how much?
- Elevation above sea level or depth below sea level
- Climate (temperate, tropical, polar)
- Rocks: how big, how many
- Soil

What are some ways that plants or animals interact with each other or non-living things?

What are some living and non-living things you see when you go outside?

What are some ways that a habitat might change?

Plants and animals (living things) live in habitats that meet all of their basic needs.

- Animals need food, water, oxygen to breathe, and a safe space for shelter and to give birth to their young.
- Plants need sunlight and heat (temperature), water, soil to grow, and a way for seeds to move (disperse).

Living things have body parts and behaviors (adaptations) that help them live in their habitats and meet their basic needs.

- Animals need oxygen to breathe. Animals get their oxygen from either the air or the water. What body parts do they use to get the oxygen? What behaviors do they have? (Mammals or reptiles that live in water must come to surface of the water to get the oxygen from the air).
- Living things have body parts or behaviors to protect themselves from predators or things that might hurt them.
- Most animals move from one place to another. Special body parts help them move in their habitat but not easily in other habitats. For example, which body parts help animals move in the air, land, or water?
- All living things need energy to grow and have body parts to help them get food.

Adaptations

Objective: Identify adaptations that help plants and animals survive and grow in their environment

Identify external parts of plants and animals

Observe and compare the structures and behaviors of different kinds of plants and animals

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes. Here are a few different types of adaptations.

Physical Adaptations

Use the illustrations in the book to see how many physical adaptations you can see for each animal.

body parts

teeth—depends on type of food eaten
feet, flippers, fins—ability to move
placement of eyes
gills, lungs, or other—how does the animal get oxygen
ears—or how the animal hears/senses

body coverings

hair or fur
feathers
scales
moist skin

camouflage and protection

color of skin or pattern to blend into background
body structure resembles another organism to fool predators
poisonous or stinky smells

Behavioral Adaptations

instinct: behaviors or traits that the animals are born with

learned behavior: traits that animals learn to improve their chances of survival or to make their life easier

social groups versus solitary living

communication with other animals

defense

hiding in an area that provides camouflage

reaction to cycles (day/night, seasons, tides, etc.)

migration: the seasonal movement of animals from one location to another

hibernation: a long, deep sleep in which the animal's breathing and heartbeat are slower than usual

Match the Adaptation

Objective: Identify adaptations that help plants and animals survive and grow in their environment

Identify external parts of plants and animals

Observe and compare the structures and behaviors of different kinds of plants and animals

Compare and explain how external features of plants and animals help them survive in different environments.

Plants and animals have adaptations to help them live in their habitat. Can you match the animal to its adaptation? Based on these adaptations, what habitats do you think each of these animals lives in?



1. My sandy colored skin provides camouflage against the sandy bottom and among rocks and crevices in my habitat.



2. My many arms make me look big, but when I am scared I can curl up very small and hide in caves and crevices in my habitat.



3. My long, flexible tail helps me hold tight to the wavy kelp and seaweed in my habitat.



4. I don't move around very much and I sit out in the open on a rocky reef. It's a good thing I have sharp spines to protect me from predators in my habitat.

Pick an animal from the book and answer the following questions:
My animal is:

<p>Where (in what kind of habitat) does your animal live?</p>	<p>What is one of its physical adaptations and how does it help the animal live in its environment?</p>
<p>What is another of its physical adaptations and how does it help the animal live in its environment?</p>	<p>What is another of its physical adaptations and how does it help the animal live in its environment?</p>

What behavioral adaptations (if any) were mentioned in the story?

Science Journal (Vocabulary)

Kelp

my definition

my drawing

Egg Case

my definition

my drawing

Manatee

my definition

my drawing

Puff Up

my definition

my drawing

Math Cards

Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Math Card Games

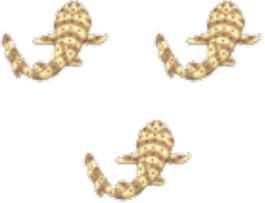
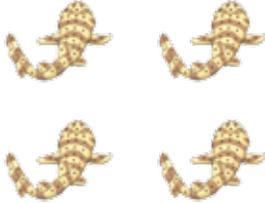
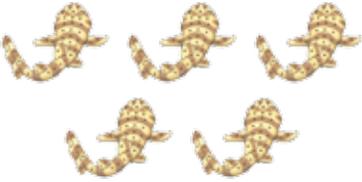
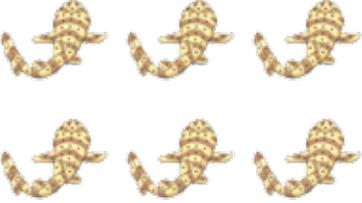
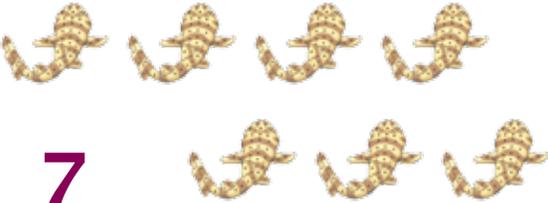
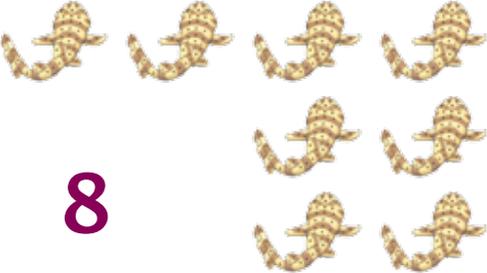
(Make four copies of the math cards to play these games):

Tens Make Friends Memory Game is a combination of a memory and adding game.

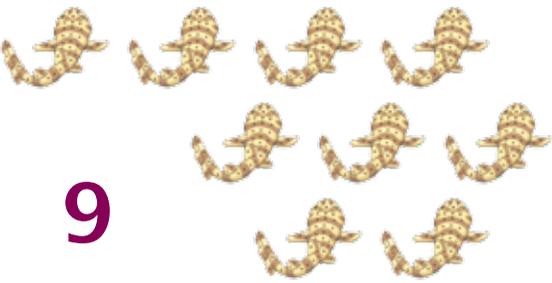
- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

Go Fish for Fact Families is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are: $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, $5 - 3 = 2$.
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 
<p>7</p> 	<p>8</p> 

9



Character

Objective Core Language Arts, Reading Standards for Literature, Key Ideas and Details (2): Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Identify some of their own personal responsibilities.

Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism.

Understand that choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.

Describe ways that individual actions can contribute to the common good of the community.

Predict consequences that may result from responsible and irresponsible actions.

What animal showed that she cares for others by talking to Shark Baby when he was lost and by pointing him toward someone who could help him? How can you show that you care for others?

Which wise animal was kind to Shark Baby and showed compassion when she asked a friend to carry Shark Baby home? What can you do to be kind to someone who is lost or afraid?

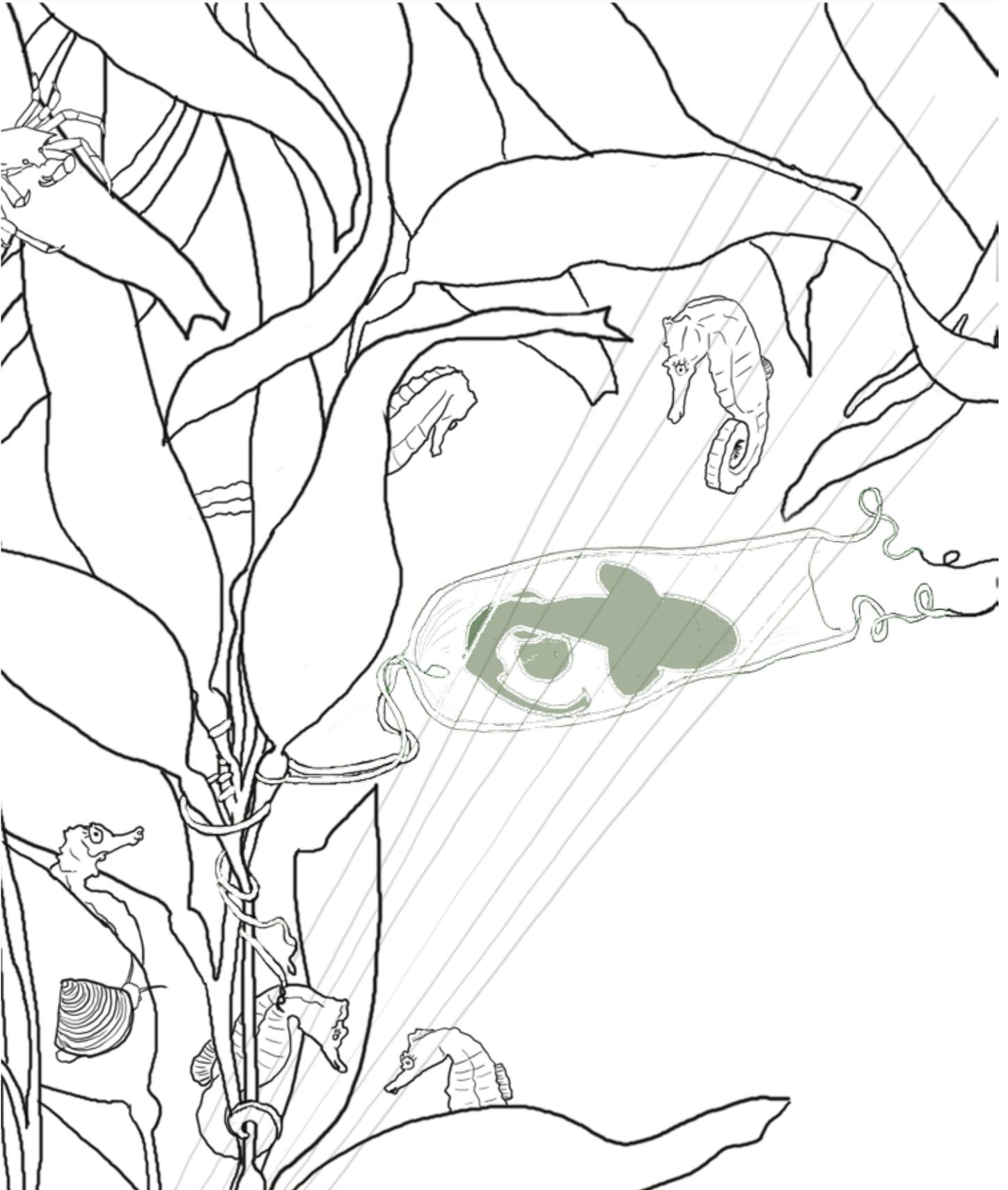
Generosity can mean sharing things (like toys or crayons), but it can also mean being generous by giving your time and effort to help someone. Which animal showed generosity by taking the time to swim Shark Baby all the way home, even though it was a very long journey? What can you do today to be generous to somebody else?

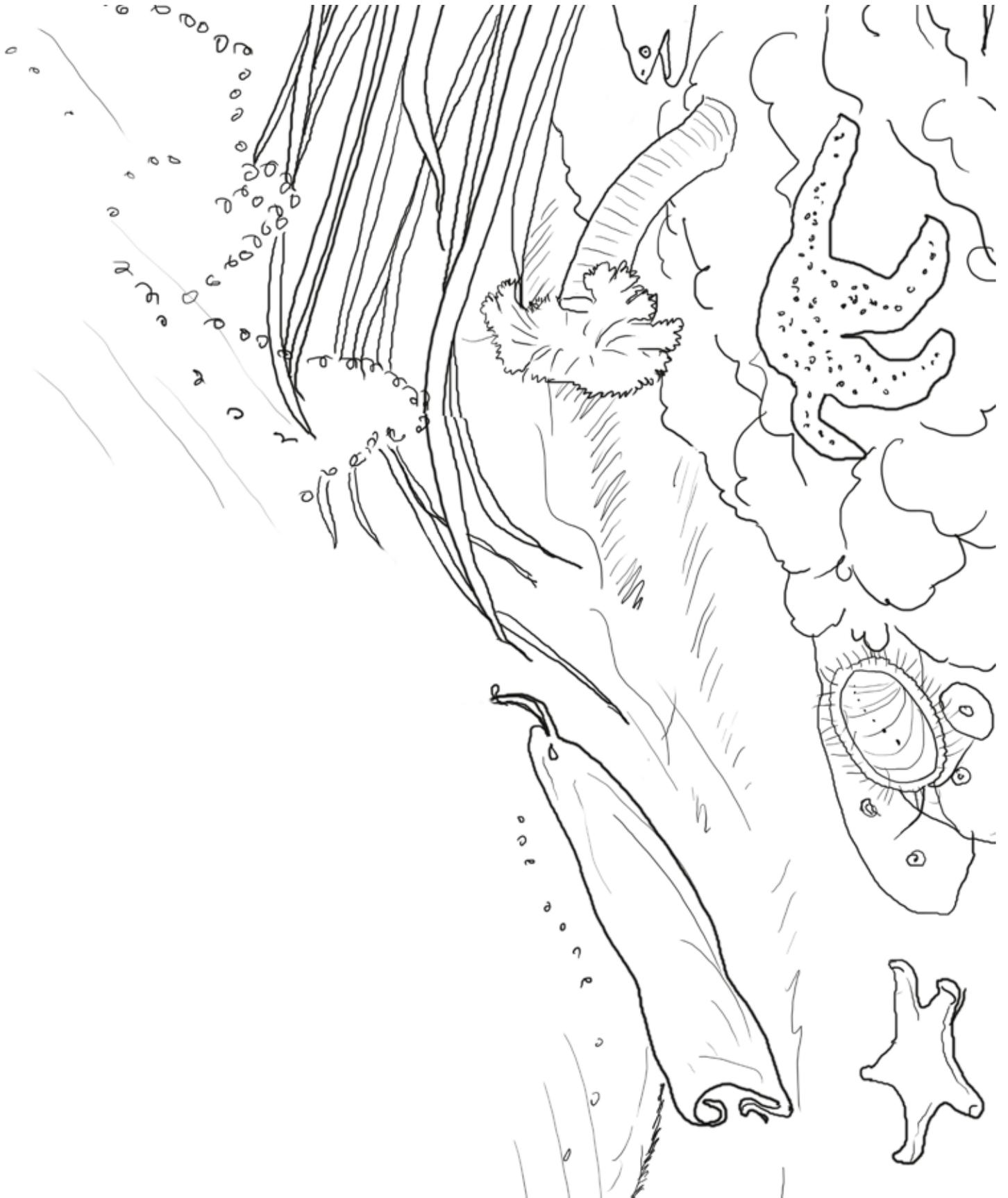
The horn shark and the pajama shark didn't help Shark Baby when he was lost and confused. What could they have done differently to show compassion? When someone is in trouble, what are some ways that you can help them and show that you care?

The horn shark and the pajama shark laughed and made fun of Shark Baby's worn and tattered egg case. Was that a good thing for them to do or a bad thing? Were they showing that they have self-control over their own actions and were they exercising respect for others? How could they have acted differently to show tolerance and kindness to a shark that was different from them? Has anyone ever bullied you or made fun of you? How did it make you feel?

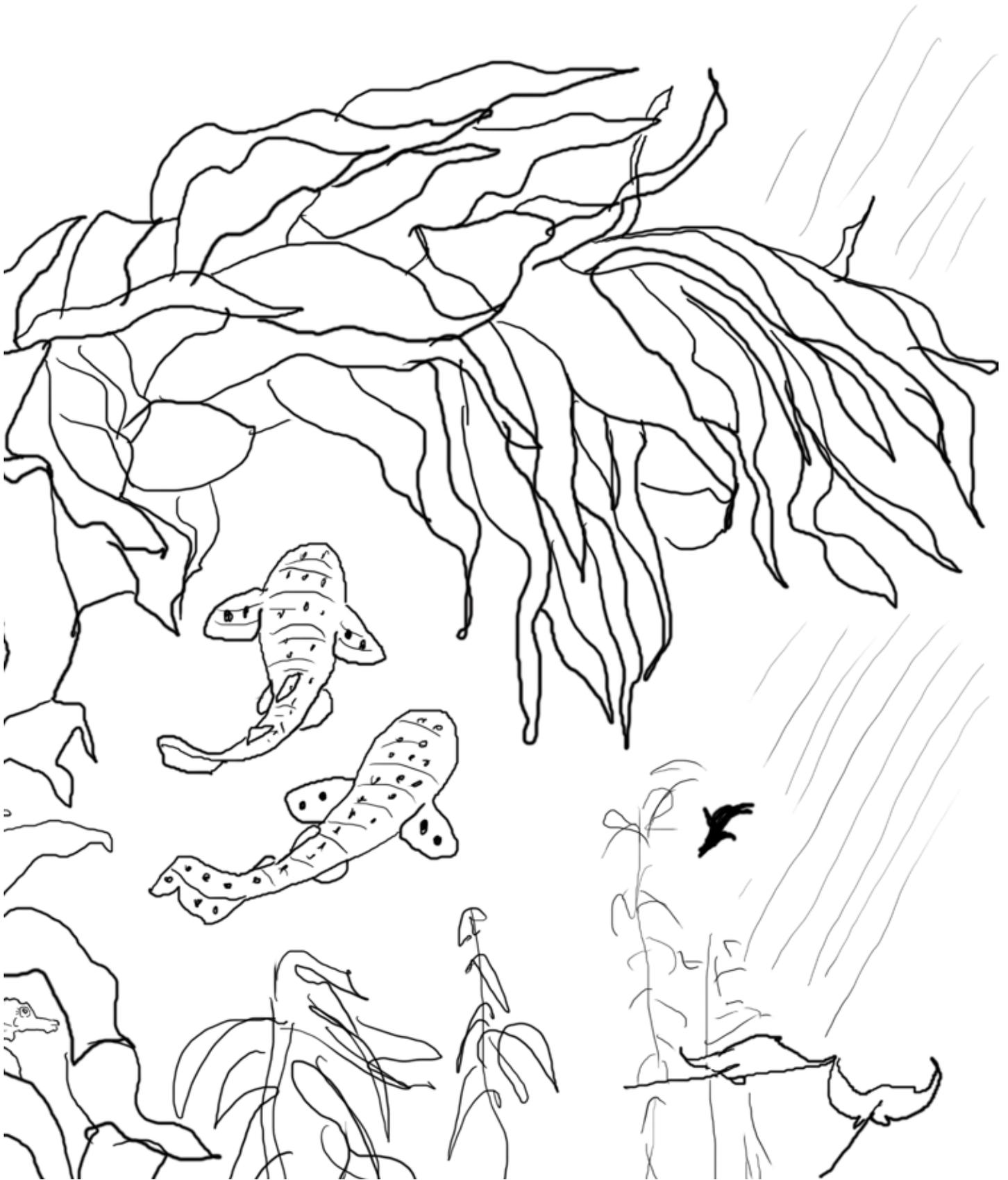
What characters in the story showed good citizenship by helping and caring for others? Name three things that you can do today to be a good citizen and then do them.

Coloring Pages









Glossary

Word	Definition	Part of Speech	Spanish
baby	young	adjective	bebé, joven
cartilage	a hardened connective tissue made up mainly of collagen (like our ears and nose). Some fish skeletons are made of cartilage instead of bones.	noun	cartílago
cave	underground (or underwater) dark hole or tunnel in rocks that is big enough for a human to stand	noun	cueva
coral	the skeletal deposit of certain polyps; a polyp colony with its membranes and skeleton	noun	coral
crepuscular	an animal that is most active at dusk and dawn	adjective	crepusculares
current	the flow of liquid in a river or stream	noun	corriente
egg case	a protective case in which unborn animals develop before hatching (birds, amphibians, reptiles, insects, fish)	noun	envoltura de huevos (con embriones en interior)
mermaid's purse	a name for the egg cases of some sharks, rays, and chimeras	noun	bolsa de sirenas
food web	a group of interconnected food chains in an ecosystem	noun	red alimenticia
gills	body parts that some aquatic animals (fish) use to obtain oxygen from the water	noun	agallas, branquias
gulp	to swallow quickly & eagerly	verb	engullir
kelp	a type of algae, large brown seaweed	noun	alga gigante, algas laminariales, el queipo

Word	Definition	Part of Speech	Spanish
manatee	an endangered plant-eating marine mammal found in some tropical waters	noun	manatí
manta ray	the largest species of rays, measuring between 18 and 23 feet in width	noun	manta raya, manta
marine	living in ocean water with salt	adjective	marino
mermaid's purse	a name for the egg cases of some sharks, rays, and chimeras	noun	bolsa de sirenas
ocean	the vast body of salt water that covers almost three fourths of the earth's surface	noun	océano
octopus	a marine mollusk with a soft body, eight arms, and a strong beaklike mouth	noun	pulpo
predator	an animal that depends on or preys on other animals for food	noun	animal de rapiña, predadores
prey	an animal that is hunted, killed, and eaten by other animals	noun	presa
puff	to fill with something and get bigger quickly, to rapidly expand	verb	inflar
ray	cartilaginous fishes having horizontally flattened bodies and enlarged wing like pectoral fins with gills on the underside; most swim by moving the pectoral fins	noun	raya
reef	structure produced by the piled-up skeletons of corals	noun	arrecifes
saltwater	living in ocean water with salt	adjective	de agua salada
sea lion	aquatic mammal with four flippers and external ears	noun	león marino
seagrass	a type of grass (plant) that grows in the ocean: seaweed	noun	alga
seahorse	a small species of marine fish with a snout that resembles a horse's	noun	cabal de mar

<i>Word</i>	<i>Definition</i>	<i>Part of Speech</i>	<i>Spanish</i>
shark	a large, carnivorous fish	noun	tiburón
spiral	a curve that moves away from a central point or core	adjective	espiral
storm	a violent disturbance of the atmosphere with strong winds and usually rain, thunder, lightning, or snow	noun	temporal
tail	(life science) the rear, elongated part of many animals, used for balance, combat, communication, mating displays, fat storage, movement and steering; (comet) a long line of gas and dust that flow away from the nucleus of the comet	noun	cola
urchin	any of various echinoderms, with a soft body inside a round case covered with spines	noun	erizo de mar/de fondo

Answers

Silly Sentences

1. That night Mother Ocean brewed up a storm, and she rocked that baby a little too hard.
2. But the horn shark just laughed. "Your case is all tattered and torn."
3. The current picked up Shark Baby and carried him on, to a garden of sea urchins on a rocky reef.
4. Mama Octopus was looking at Shark Baby from the entrance to her cave.
5. The mermaid (who was really a manatee) was munching seagrass.
6. I suppose someone told you that you were a mermaid's purse.
7. And she called over a manta ray, and told him to take Shark Baby back to the green, striped world where the seahorses play.
8. And the ray curled Shark Baby under his wing and swam with him, right back to his own little patch of the kelp forest.
9. The tattered egg case split wide open and Shark Baby slipped into the cool water.
10. Shark Baby puffed himself up until he was twice his size and scared the sea lion away.

Word Search

	A	B	C	D	E	F	G	H	I	J
1							M			
2	E			S			A			R
3	G		M	H			N			E
4	G		E	A			A			E
5	C	U	R	R	E	N	T			F
6	A		M	K			E			
7	S		A				E			
8	E		I	O	C	T	O	P	U	S
9			D							
10							K	E	L	P

Current	A5
Egg Case	A2
Kelp	G10
Manatee	G1
Mermaid	C3
Octopus	D8
Reef	J2
Shark	D2

Ocean Animals: Vertebrates or Invertebrates?

Vertebrates: fish, sea horse, sea turtle, and marine mammals: sea lion and manatee

Invertebrates: sea star, urchin, sanddollar, crab, sea anemone, octopus

Match the Adaptation

A — 3

B — 4

C — 1

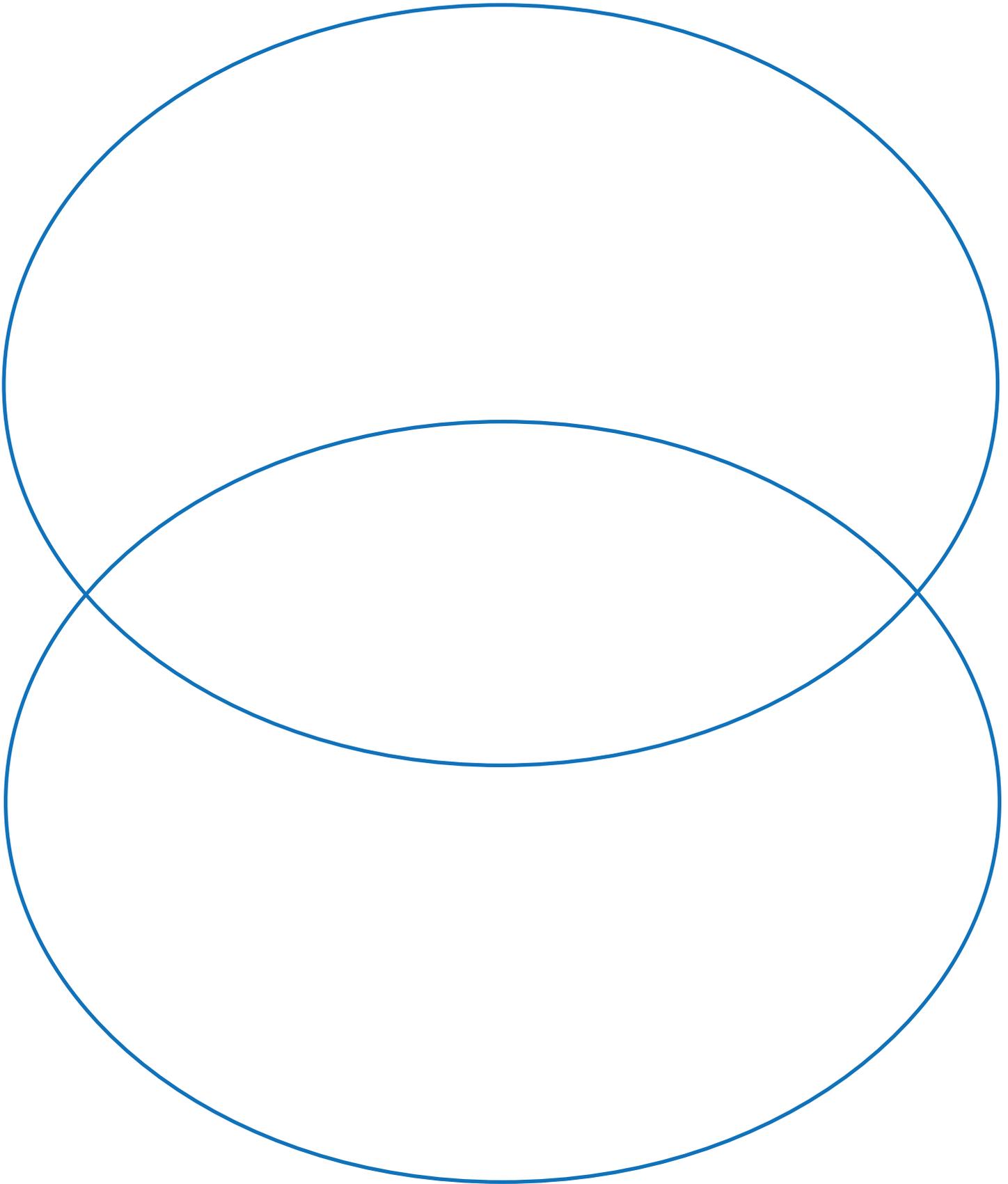
D — 2

Appendix A—“What Children Know” Cards

<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>
<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>

Appendix B—Venn Diagram

Compare and contrast two animals or two habitats from the book.



Appendix C—Vocabulary Cards

cartilage

coral

crepuscular

current

egg case

food web

kelp

manatee

manta ray

mermaid's purse

ray

reef

saltwater

seagrass

seahorse

shark

spiral

storm