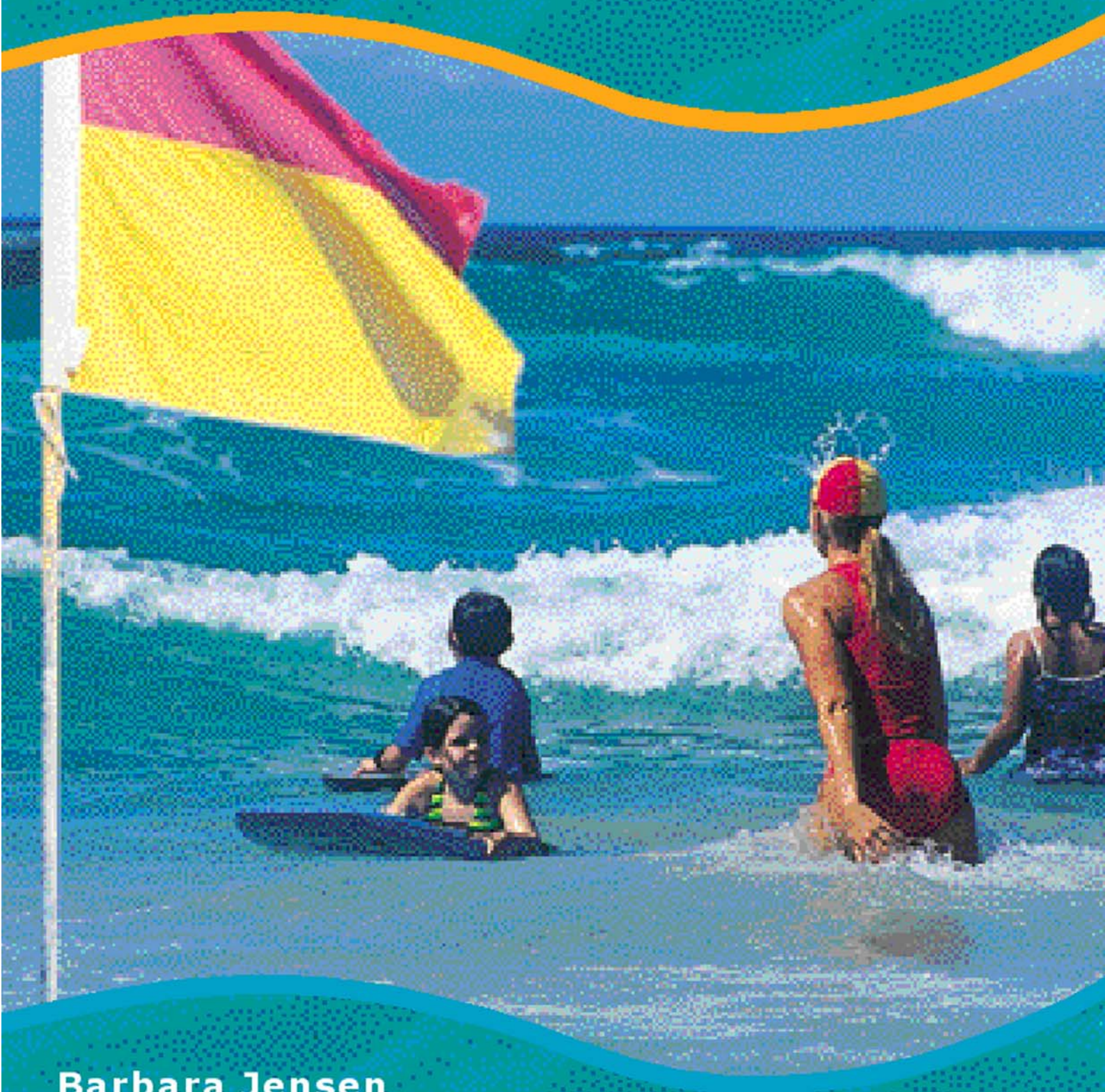




# Level 1

## Teacher Resource Book



Barbara Jensen

#### Copyright

© The Moffatt Group Australia Pty Ltd 2025. All rights reserved. Except under the conditions described in the Copyright Act 1968 of Australia and subsequent amendments, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission of The Moffatt Group Australia Pty Ltd.

Wet Paper Publishers and Consultants  
14 Milbong Tce  
Ashmore 4214 AUSTRALIA  
Telephone (07) 5597 2806  
Fax (07) 5539 4187  
www.wetpaper.com.au



**ISBN 978-1-86283-222-0 (EPub)**  
**January 2025**

National Library of Australia HARD COPY cataloguing-in-publication data

Jensen Barbara 1958 -

Kids & Water Level 1 Teacher Resource Book  
ISBN 1 86283 069 X

Marine reader series creators: Bob Moffatt and Jim Grant

Editing: Paula Moffatt

Learning outcomes: Bob Winters

Cover: Trent Moffatt Designs

Printing: Heaneys Performers in Print, Gold Coast, Australia.

Illustrations: Wet Paper, Rose Bedford, Sharyn Madder

#### Acknowledgements

The Moffatt Group Australia Pty Ltd. is grateful to Neville Coleman for the photograph on page (i).

This publication was supported by grants from Queensland Transport, NSW WaterWays, Australian Maritime Safety Authority, Marine Board Victoria, South Australia Transport, Western Australian Transport, Marine and Safety Tasmania, Northern Territory Transport and Queensland Government State Development.

The Gould League is supported by staff and other resources supplied by Department of Education, Employment and Training, State Government, Victoria.

Gould League: Genoa St, Moorabbin, Vic, 3189. Telephone: (03) 9532 0909 Fax: (03) 9532 2860.  
www.gould.edu.au

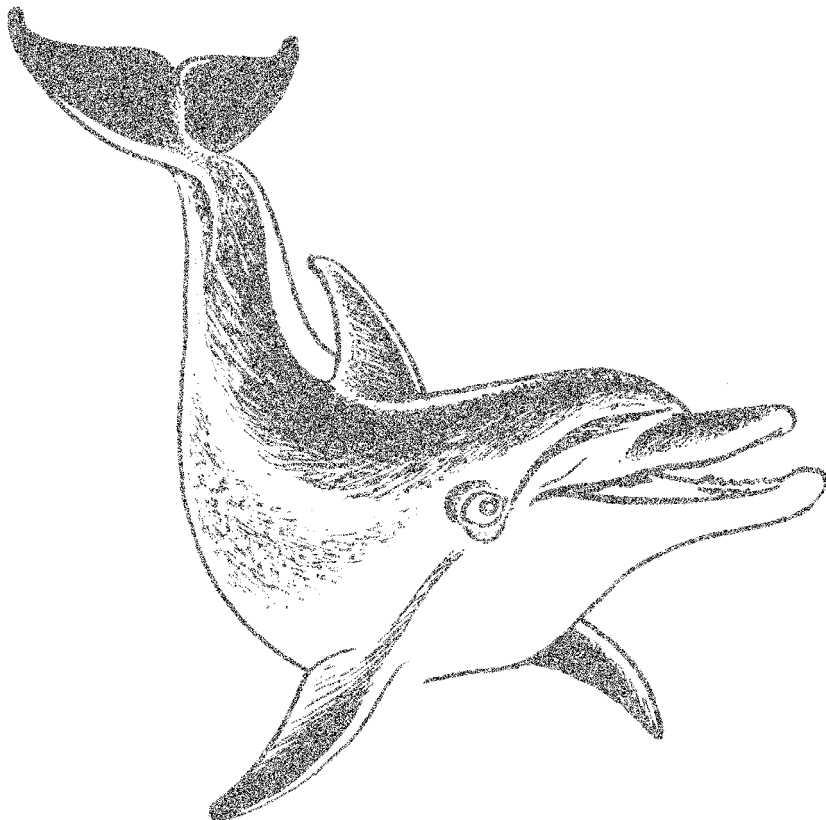
The Kids and Water Project was printed and published in Australia.



# Contents

## The marine environment

Introduction	5
Learning outcomes	6
About the readers, big books and tapes	7
<i>Activity 1</i> I spy with my ocean eye	8
<i>Activity 2</i> One, two, three, we love the sea	15
<i>Activity 3</i> Untangling the food web	16
<i>Activity 4</i> Habitat hunt	18
<i>Activity 5</i> Because!	20
<i>Activity 6</i> Safety search	22
<i>Activity 7</i> Living dangerously	26
Answers to questions	30
Reading recovery levels	33



## The marine environment

For most people a trip to the beach is a fun and interesting excursion, there is so much to do and see.

As you learn more about our coasts and oceans you will soon discover that they are not only interesting environments full of an amazing diversity of life but also that these environments play an integral role in our lives.

- Oceans cover about 71% of the planet.
- More than two thirds of the world's population live within 60 kilometres of the coast.
- Oceans control the weather and climate. They produce most of the world's oxygen and absorb our carbon dioxide.
- They contain most of the life on earth.
- They provide us with food, medicines, oil, gas and minerals. We use them for transport, recreation and tourism.

Therefore the sea is more than just a nice place to visit, it is a major part of our life support systems.

What we do each day and how we use and care for the land will affect the health of the oceans.

Through education we can build student interest and awareness of the marine environment and help them to develop the positive attitudes and actions for marine safety and conservation.



# Introduction

There are seven activities in this booklet to use with the felt marine creatures (the marine mob), the felt background and the big books.

Each one has two parts.

- The first part sets the scene or demonstrates the activity. The teacher would work with the whole class sitting close to the felt background displayed on an easel or wall.
- The second part is an extension or complementary activity. The students would do this at their work areas.

## Big book matching activities

### At the Beach

Activity 1 I spy with my ocean eye (Page 4)

- A fun rhyme to introduce the marine mob and their environment
- Suggested activity — Making felt characters

Activity 2 One, two, three, we love the sea (Page 11)

- A chant where students learn new marine mob words as well as extend their vocabulary
- Suggested activity — Creative art

### Sea Creatures

Activity 3 Untangling the food web (Page 12)

- An activity to investigate marine mob food webs and interactions within the marine environment
- Suggested activity — Cut and paste food chains

Activity 4 Habitat hunt (Page 14)

- An activity to explore marine biodiversity with a set of clues to help discover who lives where, on the coast and in the ocean.
- Suggested activity — Movement art

### Everyone Likes the Sea

Activity 5 Because! (Page 16)

- An activity to consider people and the sea using a poem to explore our ocean culture
- Suggested activity — Drama

Activity 6 Safety search (Page 18)

- An activity to promote the use of safety equipment and marine care
- Suggested activity — Matching game

Activity 7 Living dangerously (Page 22)

- An activity to consider marine safety issues and promote safe practices.
- Suggested activity — Make and race boats

## Materials required

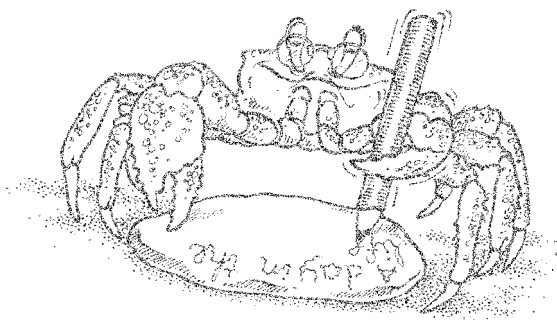
### You will need

- Felt marine mob — shark, whale, dolphin, octopus, fish, sea star, turtle
- Felt background
- Blackline activity master - see page 13
- Drawings of other marine creatures (scattered throughout in the margins of this book)



# Learning outcomes

The following outcomes have been written to the national statements and profiles and may be adapted to suit each state syllabus. They can be downloaded from [www.wetpaper.com.au/kids&water](http://www.wetpaper.com.au/kids&water)



Activity	KLA	Outcome
<b>1</b> I spy with my ocean eye	English	SPEAKING AND LISTENING – 1.1 Interacts informally with teachers, peers and known adults in structured classroom activities dealing briefly with familiar topics.
	Science	LIFE AND LIVING – 1.8 Identifies observable personal features and those of other familiar living things.
<b>2</b> Everyone likes the sea	English	SPEAKING AND LISTENING – 1.1 Interacts informally with teachers, peers and known adults in structured classroom activities dealing briefly with familiar topics.
	The Arts	VISUAL ARTS – 1.21 Draws upon play and imagination in making art works. 1.22 Uses basic elements of the visual arts such as colour, line and shape and explores them in making art works.
<b>3</b> One, two, three, we love the sea	Science	LIFE AND LIVING – 1.7 Identifies personal needs and the needs of other familiar living things.
<b>4</b> Untangling the food web	SOSE	PLACE AND SPACE – 1.5 Identifies places that are important to self and others. NATURAL AND SOCIAL SYSTEMS – 1.13 Identifies examples of elements of natural systems (including people).
<b>5</b> Habitat hunt	SOSE	PLACE AND SPACE – 1.5 Identifies places that are important to self and others. NATURAL AND SOCIAL SYSTEMS – 1.13 Identifies examples of elements of natural systems (including people).
	The Arts	VISUAL ART – 1.21 Draws upon play and imagination in making art works.
<b>6</b> Because! !	English	READING AND VIEWING – 1.6 Makes connections between own knowledge and experience and the ideas, events and information in texts viewed and heard read aloud.
	The Arts	DRAMA – 1.7 Uses basic elements of drama such as roles, movement, focus and language and explores them in making drama.
<b>7</b> Safety search	English	READING AND VIEWING – 1.8 Recognises and uses cues to predict meaning in visual and printed texts.
	Health & PE	SAFETY – 1.2 Identifies what makes a familiar environment safe.
<b>8</b> Living dangerously	English	READING AND VIEWING – 1.5a Role plays being a competent reader and consistently interprets some familiar written symbols. 1.5b Constructs meanings from visual texts with familiar content, particularly texts designed to be viewed in segments. 1.8 Recognises and uses cues to predict meaning in visual and printed texts.
	Health and PE	SAFETY – 1.2 Identifies what makes a familiar environment safe.

# About the readers, big books and tapes

Each reader has a big book and a tape for a listening post to help students read.

It is recommended that the activities be completed after students have completed the readers.

## Book 1 Everyone Likes the Sea

This book compares activities adults like doing in the sea with those that children may like. Common activities included are surfing, diving, sailing, exploring, fishing, lifesaving, relaxing and playing on the beach.

- Book 1 links with Activity 1 — I spy with my ocean eye and shows those parts of the marine environment (the beach, open ocean, rocky outcrop) that link with the felt background.

## Book 2 Sea Creatures

This book links with seven marine mob felt characters — a shark, whale, turtle, sea star, octopus, dolphin and fish.

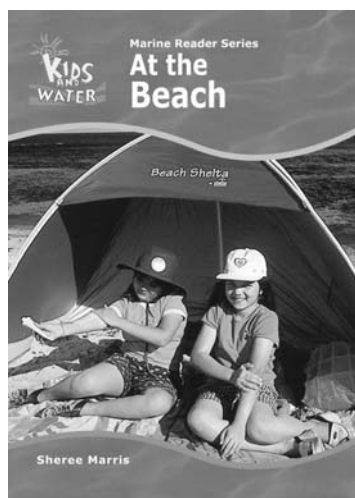
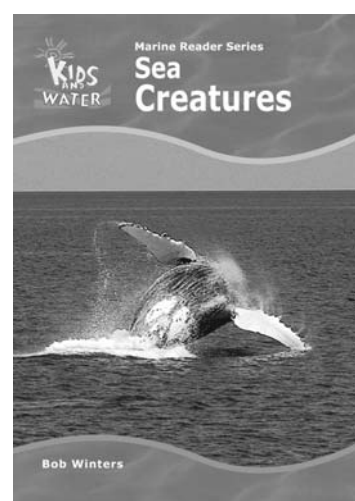
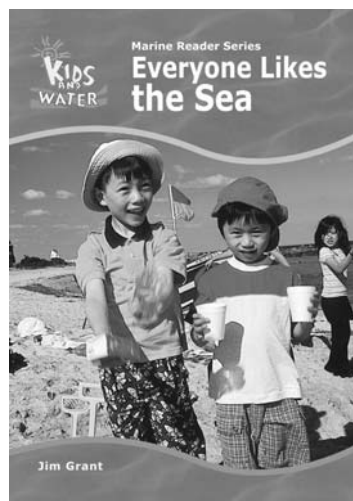
- Book 2 links with Activity 4 — Habitat Hunt and also introduces children to other sea creatures.

## Book 3 At the Beach

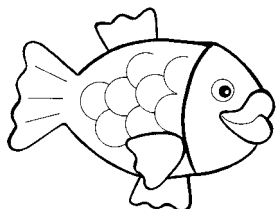
The key messages of this marine reader series — safety and conservation, are introduced in this book.

Children learn the following safety and conservation messages:

- To be able to swim if they go into the water.
- To swim between the flags when going to the beach.
- To wear sunscreen, a shirt and a hat in the outdoors.
- To be aware that some marine animals are potentially dangerous.
- To turn rocks back when they go rock pool exploring so that the animals that live under them don't dry out in the sun.
- Book 3 links with Activity 5 — Because!



# 1

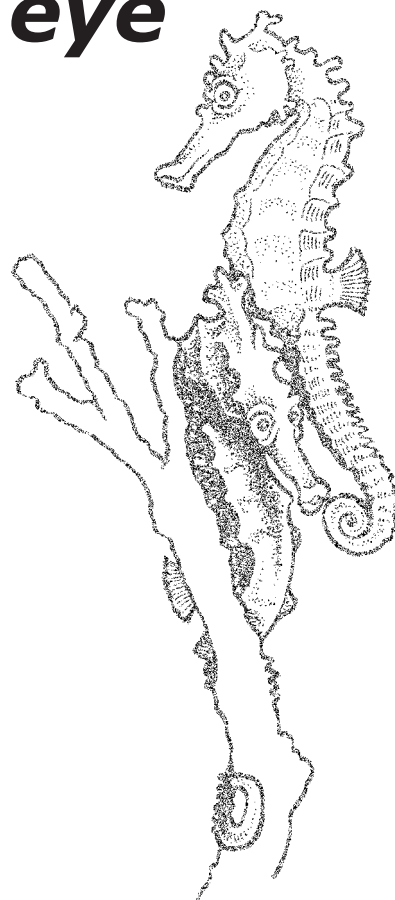


## ***I spy with my ocean eye***

A fun rhyme to introduce the marine mob and their environment after you have read the students the big books.

### **What to do**

1. Set up the felt background. (Hide the felt marine mob)
2. First use the rhyme to explore the background.  
After you tell the rhyme, ask the students where it is on the poster.
3. Next introduce the marine mob felt characters one at a time with the rhyme.
4. After you tell the rhyme ask the students which marine mob character it is to highlight some of the major features in this marine environment:



### **Exploring the background**

I spy with my ocean eye  
Somewhere big and salty  
It can be calm and flat or rough and wild

People go here to sail and motor

*Ans: The ocean*

I spy with my ocean eye  
Somewhere sandy and flat  
It can be squeaky or pebbly, wet or dry

People go here to walk and play

*Ans: The beach*

I spy with my ocean eye  
Somewhere lumpy and hard  
It can be jagged or smooth, above or below water

People go here to snorkel and explore

*Ans: The reefs and rocky outcrop*

I spy with my ocean eye  
Something bright and shining  
It can be hidden behind a cloud  
People can get burnt from its rays  
and marine plants use its energy

*Ans: The sun*



### Suggestion

Make an overhead transparency of this page, project it on a wall painted with magnetic paint and have students make their own felt characters to match stories they write. (See page 10 for other ideas)

## The marine mob

1. Ask the students if they can remember some of the animals in book 2 — *Sea Creatures*.
2. Explain to the students that you have a felt marine mob, just some of the many creatures that live in the marine environment.
3. Introduce these, one at a time with the 'I spy' rhyme:

I spy with my ocean eye

Something swift and fast

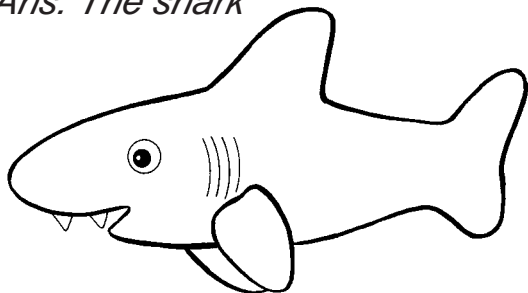
They keep swimming to stay level in the water

They lose their teeth but grow new ones

They live in all parts of the ocean

They are meat eaters and not many things feed on them

*Ans: The shark*



I spy with my ocean eye

Something smiley and playful

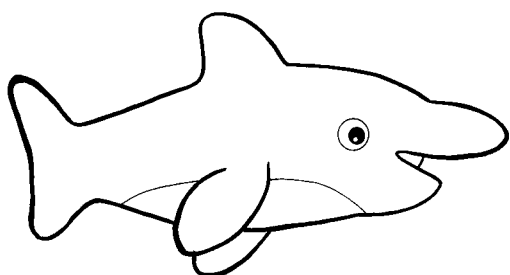
They live in big family groups

They come to the surface to breathe

They are found in coastal waters or out at sea

They eat squid and fish

*Ans: The dolphin*



I spy with my ocean eye

Something big and enormous

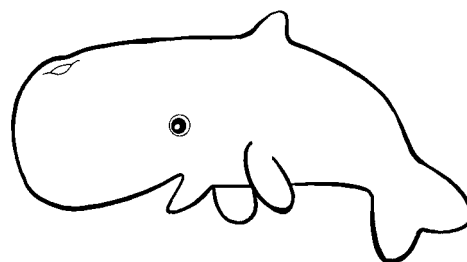
They may travel long journeys to mate and give birth

They can hold their breath for a very long time under water

They are some of the biggest animals in the world

They eat some of the smallest sea creatures

*Ans: The whale*



I spy with my ocean eye

Something creepy and crawly

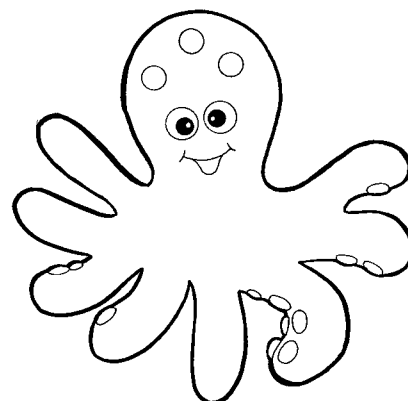
They change colour quickly

They squeeze into small rock ledges

They squirt ink to confuse their enemies

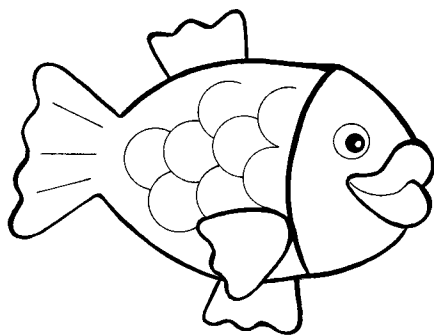
They feed at night on crabs and other small creatures

*Ans: The octopus*



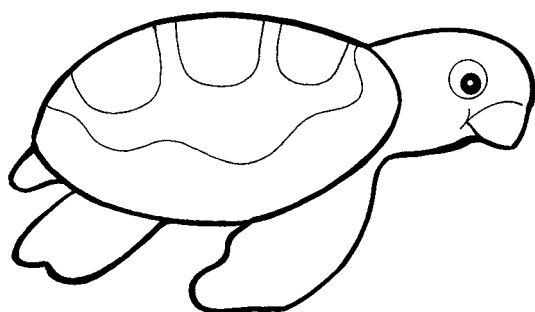
I spy with my ocean eye  
 Something colourful and beautiful  
 They often swim in large groups together  
 They eat plants or animals  
 They come in so many shapes and sizes  
 They are found everywhere in the ocean

*Ans: The fish*



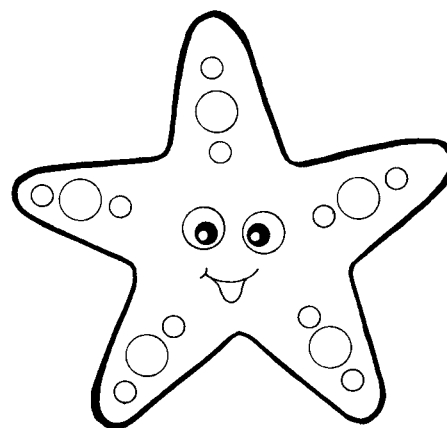
I spy with my ocean eye  
 Something big and graceful  
 They have flippers and almost fly through the water  
 They eat plants or animals  
 They travel long journeys to lay eggs on the land  
 They live around rocks and reefs in warm seas

*Ans: The turtle*



I spy with my ocean eye  
 Something delicate and a special shape  
 They have five or more arms but no head  
 They can re-grow new arms to replace lost or damaged ones  
 They are meat eaters with a central mouth under their body  
 They live in reefs, rocky outcrops or sand

*Ans: The sea star*

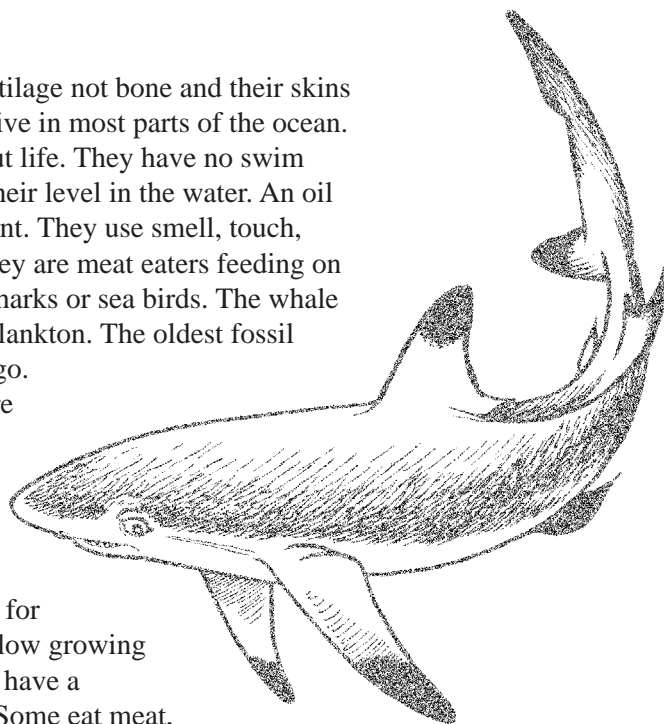


## Marine mob notes

### Sharks

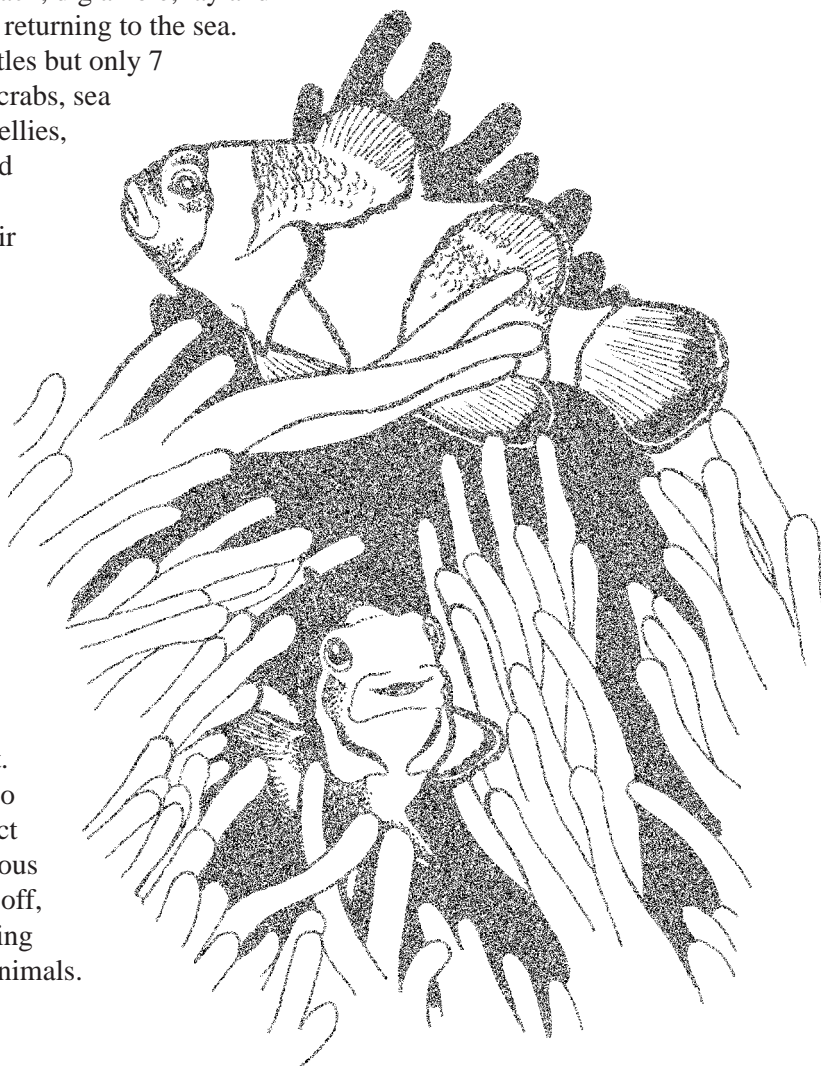
Sharks are fish but their skeleton is made of cartilage not bone and their skins are covered with small tooth-like scales. They live in most parts of the ocean. Their teeth are replaced continuously throughout life. They have no swim bladder and must keep swimming to maintain their level in the water. An oil filled liver also helps their bodies remain buoyant. They use smell, touch, movement, taste or vision to hunt their prey. They are meat eaters feeding on fish, squid, rays, seals, dolphins, turtles, other sharks or sea birds. The whale shark is the largest living fish, it feeds on tiny plankton. The oldest fossil record of sharks dates back 350 million years ago.

Only four sharks out of about 370 worldwide are considered human-eaters. Sharks have been long feared and admired. The numbers of some species are very low or endangered.



### Turtles

Sea turtles are reptiles that have lived in the sea for over 100 million years. They are a long-lived, slow growing animal living in warm waters. They breathe air, have a protective shell and strong swimming flippers. Some eat meat, others plants, using a beak not teeth. Turtles live in coastal waters and far out to sea. They migrate thousands of kilometres from their feeding grounds to nesting areas. They mate at the nesting grounds, then the females move onto the beach, dig a hole, lay and bury a huge clutch of eggs, before returning to the sea. There are about 225 species of turtles but only 7 species live in the sea. Turtles eat crabs, sea squirts, sponges, sea urchins, sea jellies, molluscs, soft corals, seaweeds and seagrass. Marine turtles are experiencing serious threats to their survival.



### Bony fish

Fish come in thousands of shapes and sizes with amazing adaptations to suit a large variety of marine habitats. They have bony skeletons, a scaly skin, a swim bladder, fins and fused jaws. They use gills to breathe oxygen from the water. Fish have many ways to find their prey of plants or animals like vision, hearing, lights, electrical currents or detection of movement. But the ocean is full of predators so fish also have many ways to protect themselves such as hiding, venomous spines, methods to frighten others off, camouflage, schooling or by forming partnerships with other plants or animals.

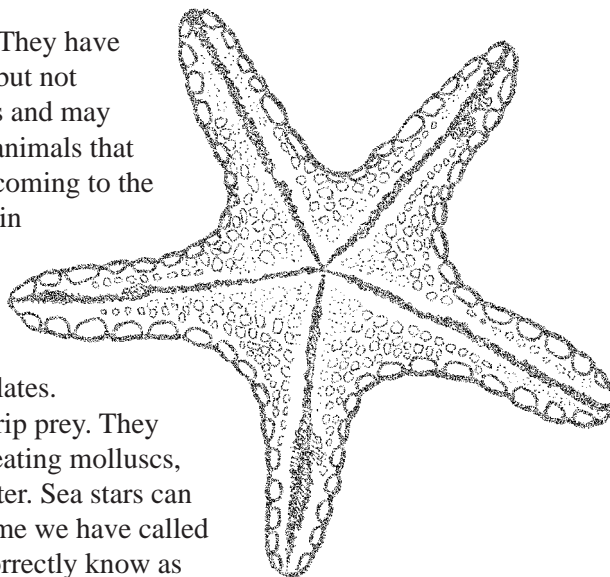
## Dolphins

Dolphins are small toothed whales with beak-like faces. They have one blowhole and use their teeth to seize, hold and bite (but not chew) their prey. Dolphins feed on fish, squid and cuttles and may use echolocation to help find their prey. They are social animals that live in groups called pods. Dolphins are fast swimmers, coming to the surface often to breathe. They live near the coasts or out in the open ocean.

## Sea stars

Sea stars have 5 or more arms radiating from the centre of their body. Their skeleton consists of flexible plates.

Tube feet with suckers enable them to move, walk and grip prey. They are meat eaters with a central mouth under the body for eating molluscs, worms, sponges, sea moss, crustaceans and decayed matter. Sea stars can be found in shallow to deep ocean habitats. For a long time we have called them starfish but they are not a fish and are now more correctly know as sea stars.



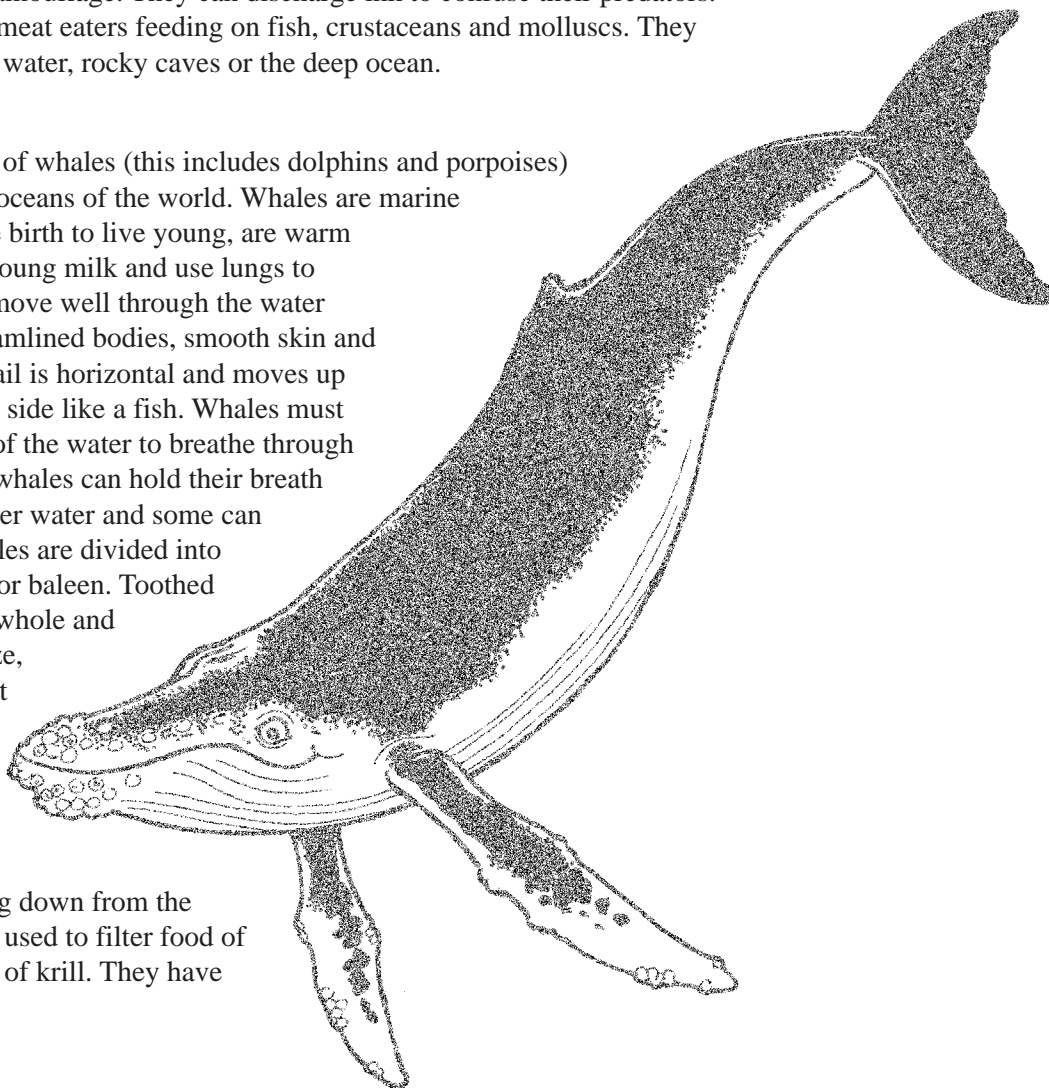
## Octopus

Octopuses have eight legs, 2 lidless eyes, a beaked mouth in the centre of their tentacles and gills. They crawl about or move quickly by jetting water through their siphon. Octopuses change their skin colour in reaction to the surroundings and sometimes for camouflage. They can discharge ink to confuse their predators. Octopuses are night meat eaters feeding on fish, crustaceans and molluscs. They are found in shallow water, rocky caves or the deep ocean.

## Whales

There are 79 species of whales (this includes dolphins and porpoises) which live in all the oceans of the world. Whales are marine mammals. They give birth to live young, are warm blooded, feed their young milk and use lungs to breathe air. Whales move well through the water because of their streamlined bodies, smooth skin and powerful tails. The tail is horizontal and moves up and down not side to side like a fish. Whales must come to the surface of the water to breathe through blowholes but most whales can hold their breath for quite a while under water and some can dive very deep. Whales are divided into two groups, toothed or baleen. Toothed whales have one blowhole and use their teeth to seize, hold and bite (but not chew) prey such as fish, squid, crustaceans, sea turtles and seals.

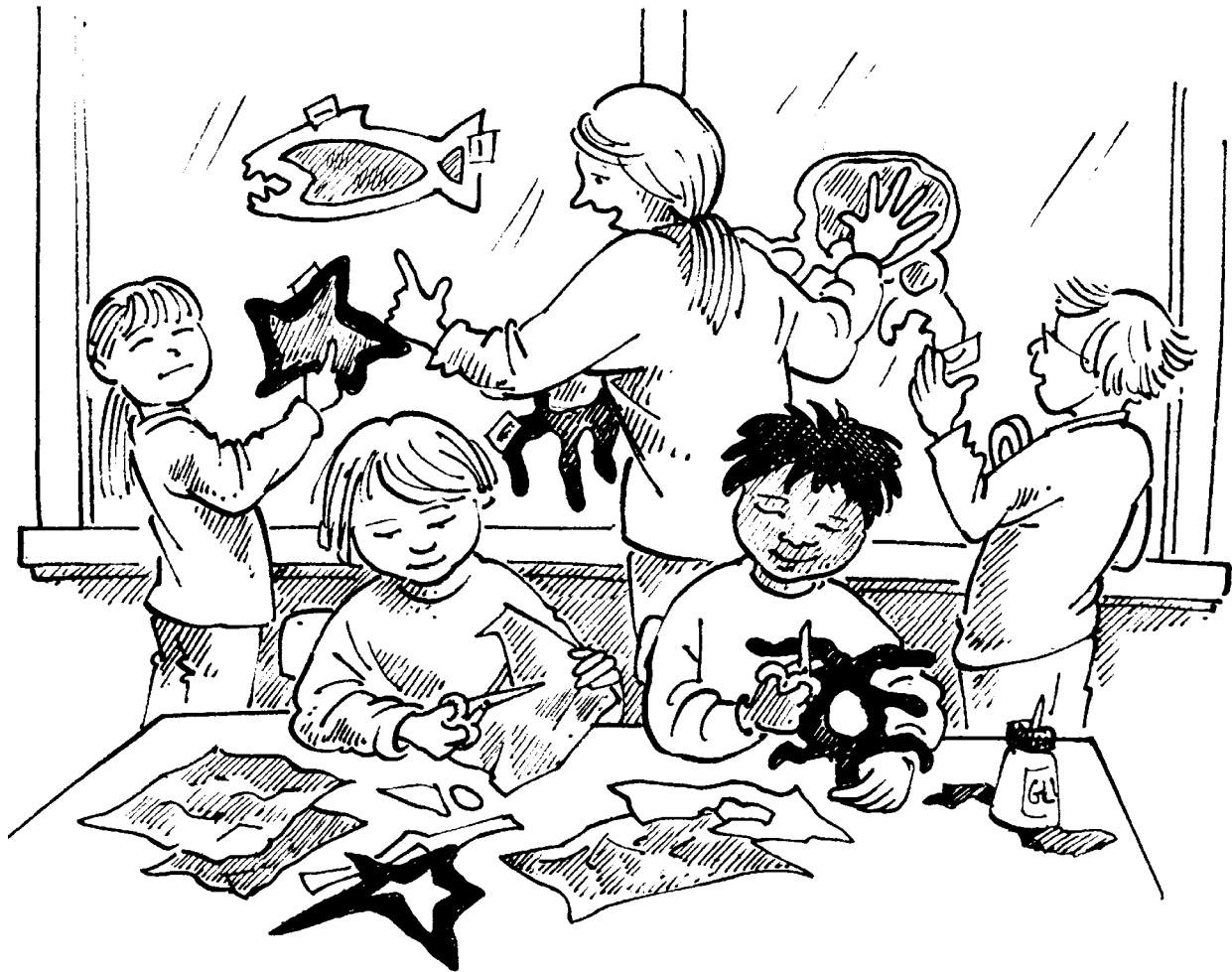
Baleen whales have long fringes that hang down from the upper jaw. These are used to filter food of small fish or schools of krill. They have two blowholes.



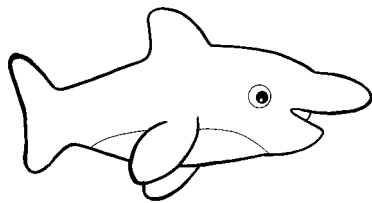
## Suggested activity —Making felt characters

Provide felt, scissors and strong glue.

- Ask the students to think of other marine animals or plants (including microscopic marine creatures and birds).
- Students sketch it first and then make it out of the felt.
- Add to the marine mob and use for other activities.
- Extend this activity by making more felt ocean craft objects such as a surfboard, yacht or fishing boat.



# 2



## One, two, three, we love the sea

A chant where students learn new marine mob words as well as extend their vocabulary.

### What to do

1. Set out the marine mob in the order of the chant i.e. dolphin, turtle, fish for the first verse then octopus, sea star, shark for the next verse.
2. Ask students to chant each line after you.  
Clap your hands for each syllable as you say it.
3. Ask for suggestions from the students for a list of three marine creatures. The student leads, the class repeats their chant.
4. Extend by reading 'At the beach' big book. Take words from it to chant.  
For example: Seaweed, Rock pools, Swim  
Body board, Sunscreen, Boats

### Suggested activity: Creative art

Turn some part of your classroom into an ocean or beach, for example:

- Set up a sand tray with sand, rocks and marine creatures the students have made out of clay or play dough.
- Students paint large marine scenes. Use these as backdrops for a puppet theatre using the marine mob on sticks as the puppets.
- Invite the students to bring in sea treasures from home and set up a display in the classroom e.g. shells, boats in bottles, driftwood carvings.
- Make marine plants and animals out of cellophane and create an ocean window.

### Chant with big book

1, 2, 3, We-love the-sea

Dol-phin, tur-tle, fish

1, 2, 3, We-love the-sea

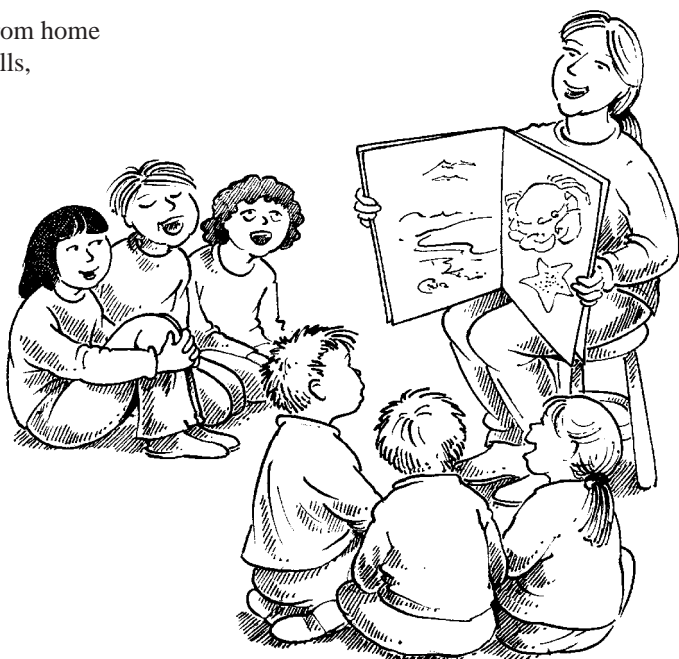
Oct-o-pus, sea-star, shark

1, 2, 3, We-love the-sea

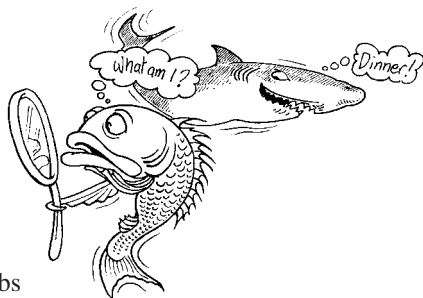
Sea-weed, rock-pools, swim

1, 2, 3, We-love the-sea

Bod-y-board, sunscreen, boats



# 3



## Untangling the food web

An activity to investigate the marine mob food webs and interactions within the marine environment

See also the level 2 kit for marine food chain magnetic characters

### What to do

1. Ask the students a series of questions that will sort and explore the inter-relations of the marine mob and their environment.
2. Use the felt marine mob and felt background.
3. As you ask the questions also ask a student to move the animal to the appropriate place on the poster.

### Looking at the felt background

1. In the marine environment what and where are the plants?  
Ans: Phytoplankton everywhere in the seas.  
Seaweeds on the rocks.  
Seagrass in the sand under the water.
2. Where do these marine plants get their energy (for materials) to grow?  
Ans: The sun.
3. Not all animals eat plants, where and what else is there to eat?  
Ans: Other animals and dead matter, from microscopic to much bigger sizes.  
These can be found on the beach, in the sand, in the rock pools, on and under the rocks, in the open ocean drifting, swimming around and lying or attached to the dark ocean floor etc.

### Looking at the marine mob

1. Which of the marine mob eat plants?  
Ans: Turtle, fish.
2. Which of the marine mob eat other animals (meat)?  
Ans: Shark, turtle, fish, dolphin, sea star, octopus, whale.
3. Which of the marine mob live on or close to the shore?  
Ans: Turtle, fish, dolphin, sea star, octopus
4. Which of the marine mob live in the open ocean?  
Ans: Shark, turtle, fish, dolphin, whale.



### Suggested activity

#### Cut and paste food chains

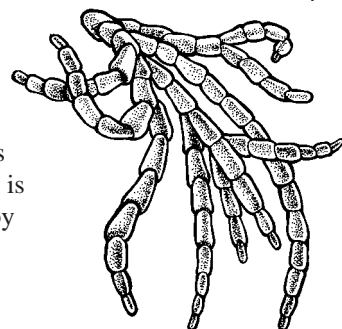
- Students make two marine food chains by cutting and pasting the sun, plants and animals from the animals and plants on page 13 onto another paper or into a workbook.
- Encourage students to draw their own marine plants or animals or cut marine life from the blackline master on page 13.
- Point out that a student character (about the same age as the students) is also on the blackline master.
- Ask the students where they fit into the marine food chains.

#### Step 1

- Food chains link animals and plants, as all living organisms need food for growth.
- The food chains link up with each other and become complex food webs.
- You can start anywhere to make a food chain.
- Just keep asking the question, what eats what?

For example: What does the fish eat?

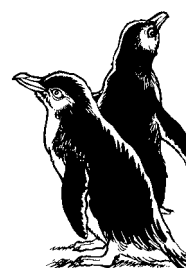
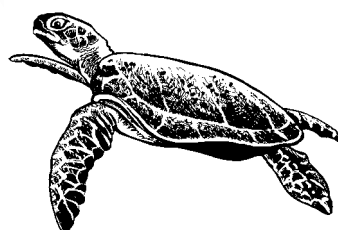
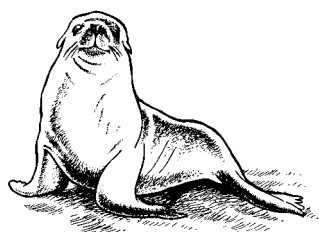
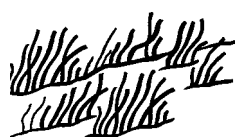
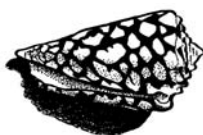
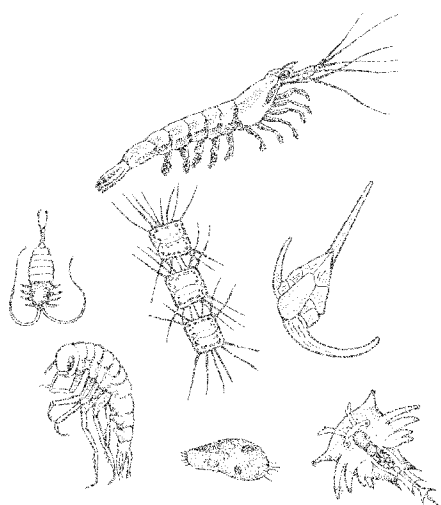
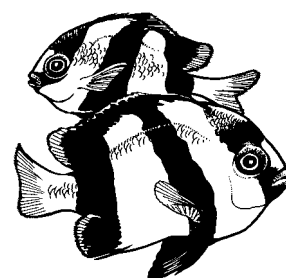
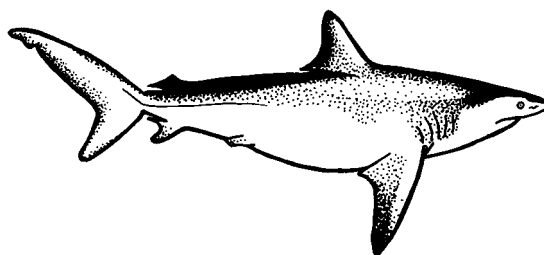
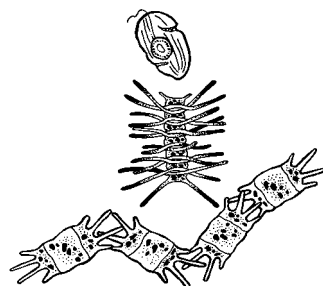
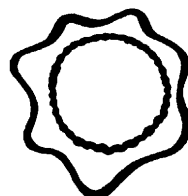
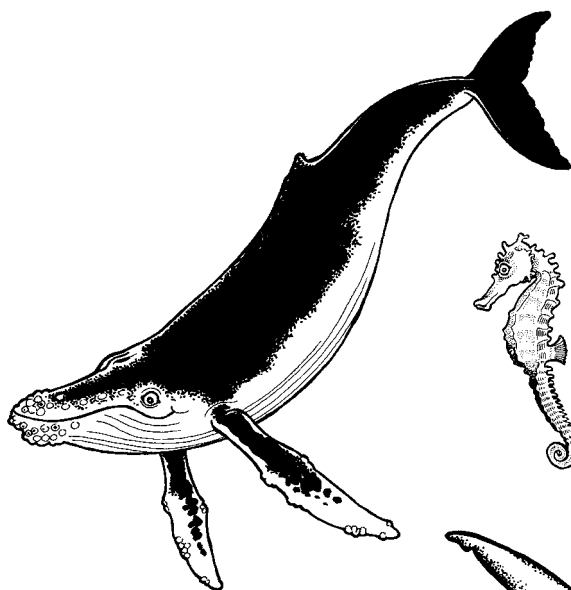
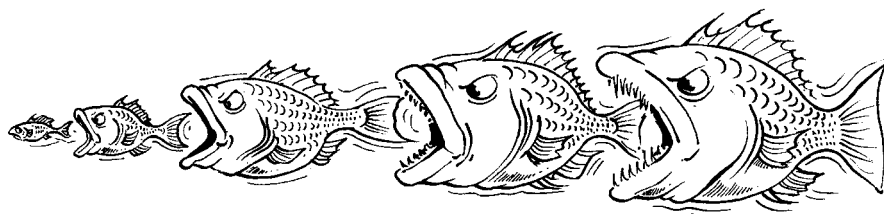
What eats the fish (Use arrows to link up the marine plants and animals.  
For example the sun provides energy for seaweed, seaweed is eaten by fish, fish are eaten by sharks.)



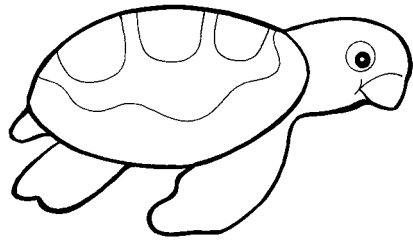
#### Step 2

- Lots of things eat the fish so try again and create another food chain starting with the fish. (For example the sun provides energy for phytoplankton, phytoplankton is eaten by fish, fish are eaten by dolphins, dolphins are eaten by sharks.)
- Create another simple one. (For example the sun provides energy for seagrass, seagrass is eaten by turtles, turtles are eaten by sharks.)

**Food chain  
blackline  
masters**



# 4



## Habitat hunt

This activity explores marine biodiversity with a set of clues to help discover who lives where, on the coast and in the ocean.

### What to do

1. Set up the felt background.
2. Read each clue from the open ocean, reefs and rocky outcrops and beaches boxes on pages 14 and 15.
3. When the habitat has been described ask a child to identify that habitat on the background felt.
4. Ask the children to put the marine mob characters that live in that habitat in place on the background. Then explore the movement of the animals in their habitat.

### Open ocean

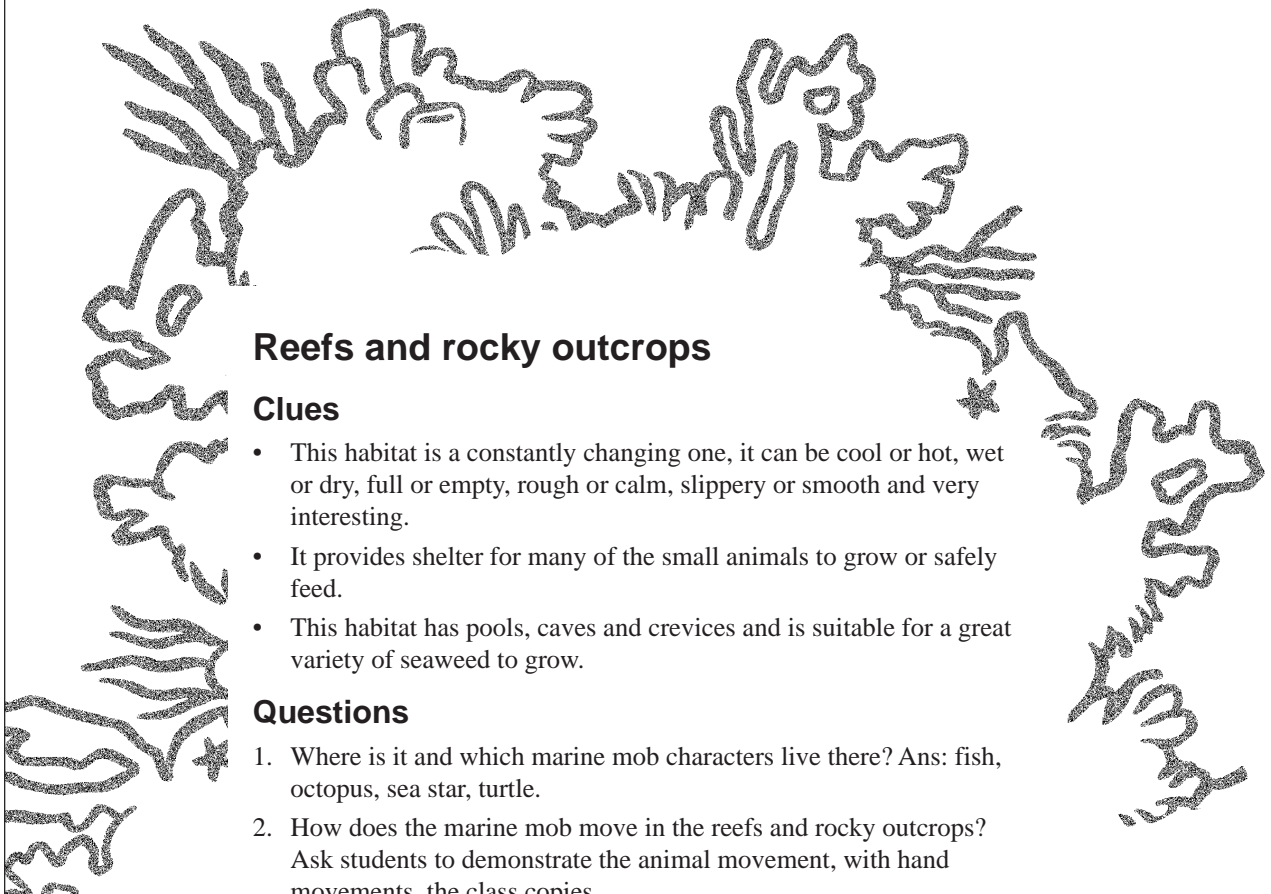


#### Clues

- This habitat is enormous.
- It extends from the deep, dark sea-bed to the light filled surface waters.
- Marine life is found far and wide within it.
- This habitat may be calm and flat or stormy and wavy.

#### Questions

1. Where is it and which marine mob characters live there? Ans: whale, shark, dolphin, fish, turtle.
2. How does the marine mob move in the open ocean? They may be swimmers, drifters or live on the sea-bed. Ask a student to demonstrate the animal movement, with hand movements, the class copies.



### Reefs and rocky outcrops

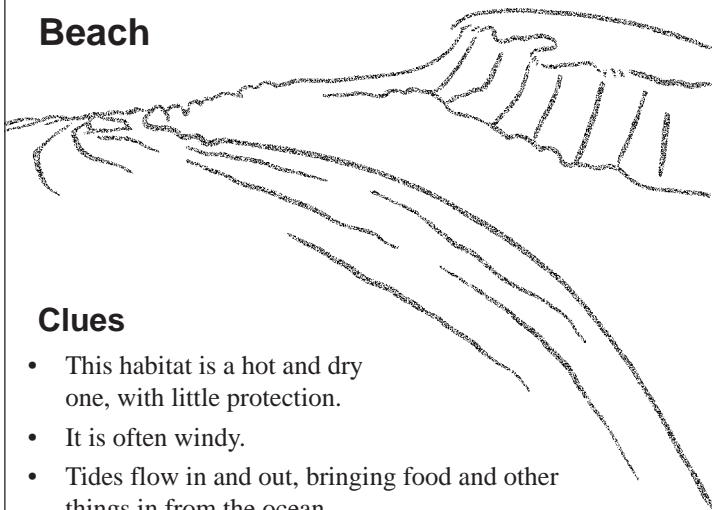
#### Clues

- This habitat is a constantly changing one, it can be cool or hot, wet or dry, full or empty, rough or calm, slippery or smooth and very interesting.
- It provides shelter for many of the small animals to grow or safely feed.
- This habitat has pools, caves and crevices and is suitable for a great variety of seaweed to grow.

#### Questions

1. Where is it and which marine mob characters live there? Ans: fish, octopus, sea star, turtle.
2. How does the marine mob move in the reefs and rocky outcrops? Ask students to demonstrate the animal movement, with hand movements, the class copies.

## Beach



### Clues

- This habitat is a hot and dry one, with little protection.
- It is often windy.
- Tides flow in and out, bringing food and other things in from the ocean.
- Some animals bury in the sand, others glide overhead.
- This habitat has people, dogs and even cars on it, making it a busy and more difficult place to live.

### Questions

1. Where is it and which marine mob characters live there? (Ans: turtle.)
2. How does the marine mob move on the beach? Ask a child to demonstrate the animal movement, with hand movements, the class copies.

## Sea creatures book extension

Extend by reading 'Sea Creatures' big book. Stop after each page and ask the students which habitats the sea creatures live in. Some may live on the land and in the sea. How do these animals move? Ask students to demonstrate the animal movement, with hand movements, the class copies.

- Take more prints. Repeat with the beach habitat.
- Cut and paste the individual patterns into a very interesting collage for display.

### Notes

Movement is just one of the adaptations creatures have to suit the environment in which they live.

There are many other adaptations like body shapes, tails, appendages, mouthparts, defences or behaviours. Choose one and compare it with all the marine mob. Paint, sketch, act, model or discuss the different features. Question how they assist survival in each habitat.

## Suggested activity: Movement art

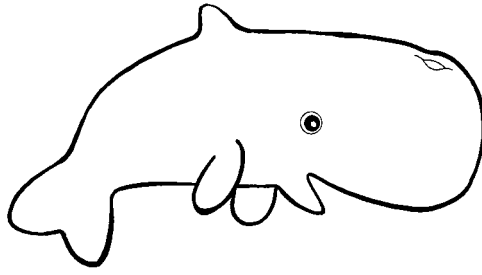
### Step 1

- Set up tables for finger painting.
- Play sea music and let the students enjoy and experience the paint, moving their hands and fingers.
- After some time ask the students to smooth the paint with a flat hand making it ready for new patterns.
- Then ask them to think of the animals that live in the open ocean. How does the whale, dolphin, fish, turtle and shark move?
- As the students move their hands like that creature, they will create patterns in the paint with their hands and fingers.

### Step 2

- Take prints of some of these patterns by layering a piece of paper over the pattern and then peeling it off.
- Smooth the paint again and ask the students to think of the animals that live in the reefs and rocky outcrops. How does the octopus and sea star move?
- As the students move their hands like that creature, they will create different patterns in the paint with their hands and fingers.





## Because!

An activity to consider people and the sea using a poem to explore our ocean culture

### What to do

1. Use the felt marine mob as you read the poem on page 17.
2. Discuss the poem. What are some of the relationships between people and the sea?  
What do people do at the sea?  
What do we get from the sea?  
What effect are we having on the ocean and its wildlife (biodiversity)?

### Suggested activity – Drama

#### What to do

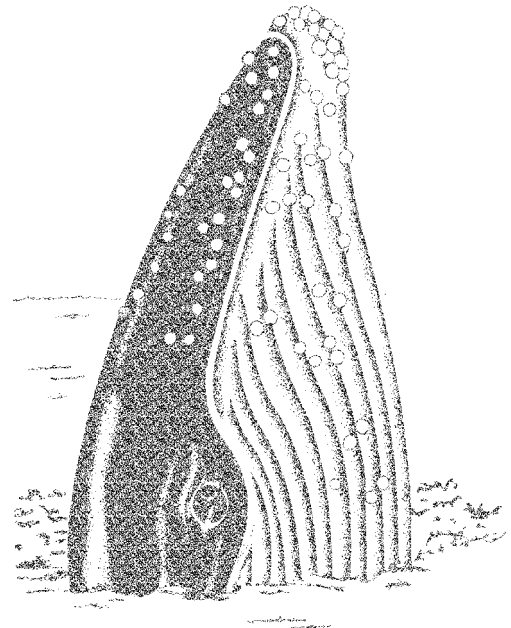
1. Split the class into four or six groups.

Half of the groups stay sitting ready for a story, the other half go and plan a marine scene. This is a marine scene given to them by the teacher but it is up to the students to act it out as a group.

2. Set them a time to work together, planning and practising acting it out.

The marine scenes could be:

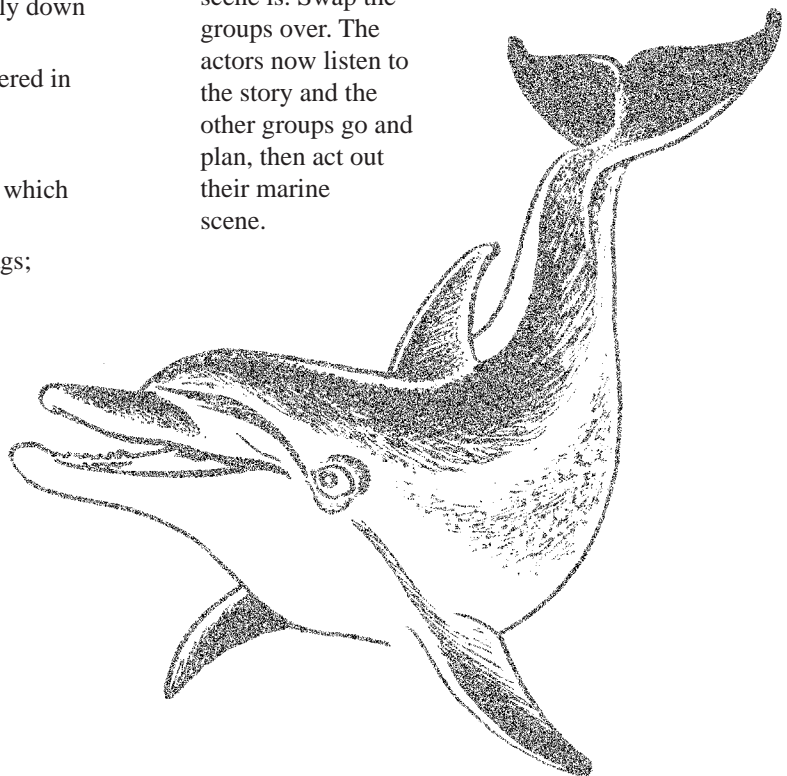
- a gliding sea bird which send crabs quickly down their holes;
- a wave crashing on the rocks that are covered in molluscs;
- people spotting a breaching whale;
- the tide receding exposing the sea squirts which start squirting;
- swimming between the surf lifesaving flags;
- a surf carnival;
- beach fishing;
- rigging and sailing a yacht.



3. Meanwhile the other half of the class has a story.

Read 'Everyone Likes the Sea' big book and continue the discussion about the relationships between people and the sea. When the actors are ready, ask one group at a time to act out their marine scene.

The rest of the class watch and then guess what the scene is. Swap the groups over. The actors now listen to the story and the other groups go and plan, then act out their marine scene.



# ***Because!***

Because dolphins smile, jump and play in the waves,  
People write special songs and legends about them.

Because fish have amazing shapes and colours,  
People go boating and diving to see and learn more about them.

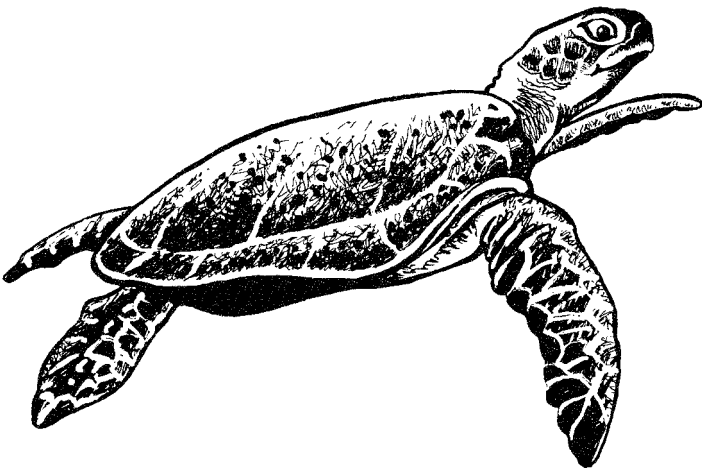
Because whales are so large,  
People watch, feel amazed and wonder about them.

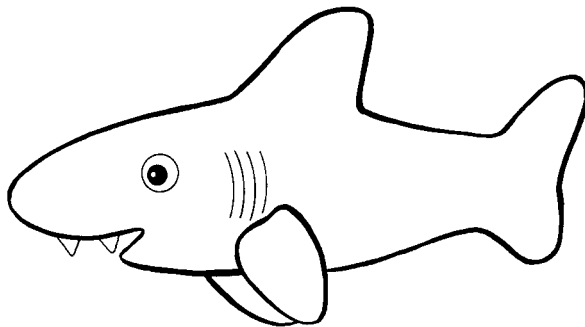
Because turtles come up on to the beach to lay their eggs,  
People fence and protect the nesting beaches for them.

Because sharks have sharp teeth and dart fast through the water,  
People are scared and hunt them.

Because sea stars are so pretty and delicate,  
People collect many of them.

Because octopus tastes so good,  
People catch and cook them.





## Safety search

An activity with a set of pictures to help consider more about taking care of yourself and the environment when you visit the beach or go out boating.

### What to do

1. Use the blackline masters on pages 20-21 for this activity. Photocopy the bingo board, (there are 2 boards together on each page).
2. Cut into individual boards, one for each student.
3. Enlarge one board to use in front of the whole class to demonstrate the activity.
4. Use the felt marine mob to introduce some of the things we can use or do, to ensure safer practices.

These will help us to care for ourselves and our environment.

5. Read each picture description with the marine mob character as a presenter.
6. Ask a student to point out which picture on the bingo card corresponds to that clue.

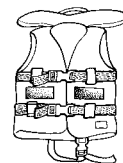
### Suggested activity: A matching game

Play Beach Bingo with the whole class. Read out the clues and ask the students to put a counter on the corresponding pictures. The first student to match a line yells 'Beach Bingo'. Read back the clues and ask the winning student to describe their answers. To play again just read the picture descriptions in a different order.

Consider making another beach bingo set. The theme could be what we do at the beach or what marine wildlife does in the sea. Ask the students to choose and draw the pictures and suggest the clues.

### Bingo picture descriptions

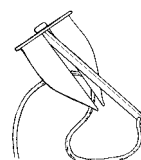
Whale says 'I can hold my breath and stay underwater for a very long time. But you will need to wear something, just your right size. This will keep you floating safely, with your head above water', PFD.



Dolphin says 'I am a strong swimmer. I know all about the tides and currents and can see any dangers that may be under the water. But you will be looking for something red and yellow on a pole, flapping in the wind. That will show you where it is safe to swim', Surf Lifesavers flags



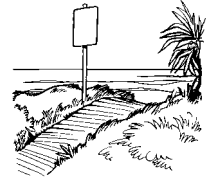
Octopus says 'I have lots of legs for holding on. But you will need to check that your boat has one of these to stop it drifting away', Anchor.



Turtle says 'Sometimes I think a floating plastic bag looks just like a yummy sea jelly. All the sea creatures don't like your plastic and other rubbish in our ocean. To be sure that your beach or boating rubbish is taken home to dispose of properly, you will need to take one of these', Bag.



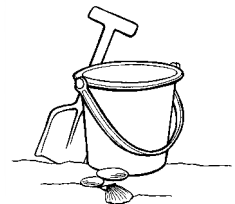
Sea star says 'I am just one of the interesting things you may find when you visit the beach. To protect the beach plants, animals and dunes, everybody needs to walk along this to get down to the beach', Beach track.



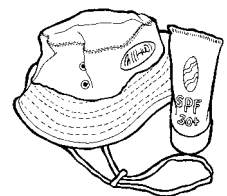
Shark says 'I know the sea is a changing and sometimes dangerous place. But you will need to look out for any information and advice. You will be looking for these, they will have pictures or words and be on a pole. These will let you know if there are any dangers for swimming or boating', Signs.



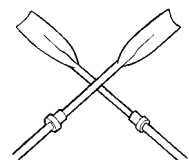
Fish says 'I consider the sea as a home for so many plants and animals. It is fun for you to explore the rock pools and look at what is washed up on the beach but all those beach treasures are part of our backyard. You will need to make sure you do not fill this with beach creatures and treasures to take home', A bucket.

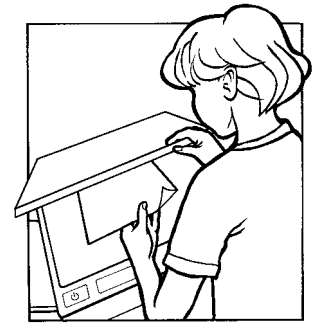


Octopus says 'I can slide quickly into cool rock ledges or caves away from the sun. But you will need to put these on to protect yourself from burning', Hat and sunscreen.

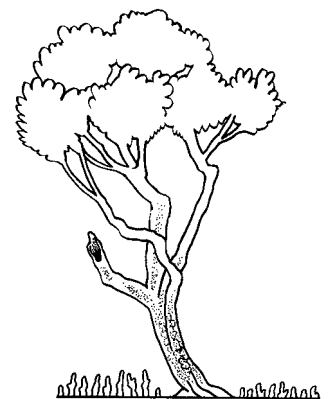


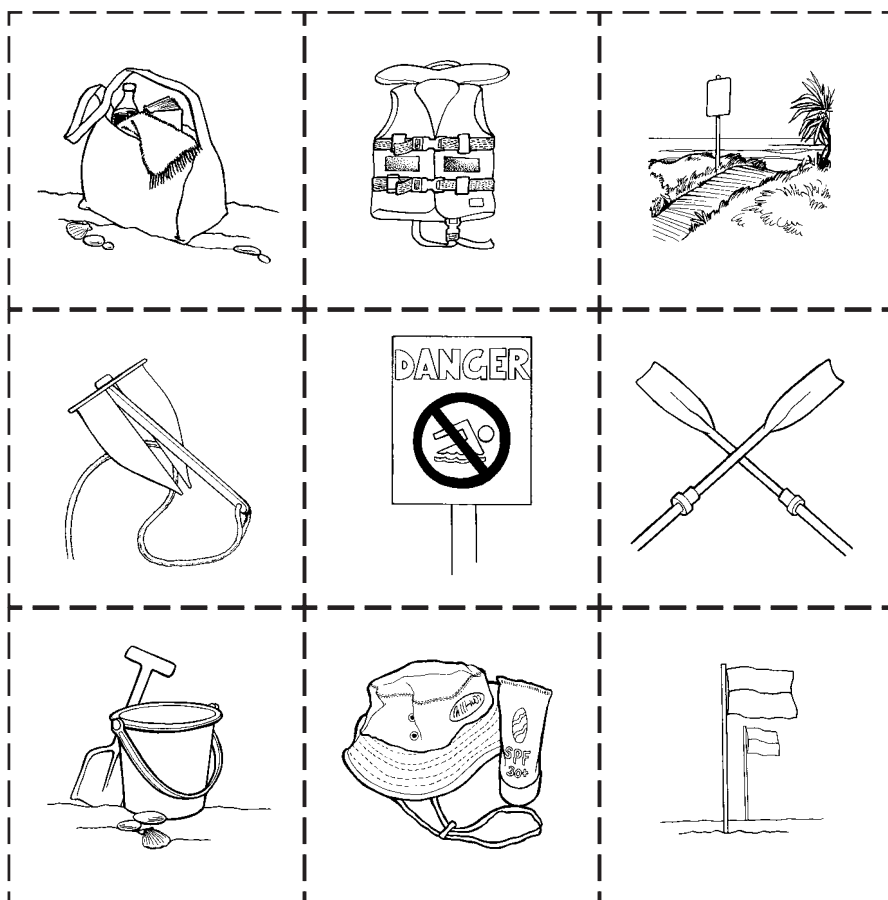
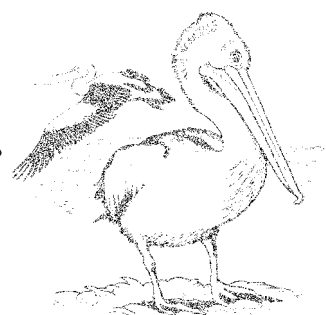
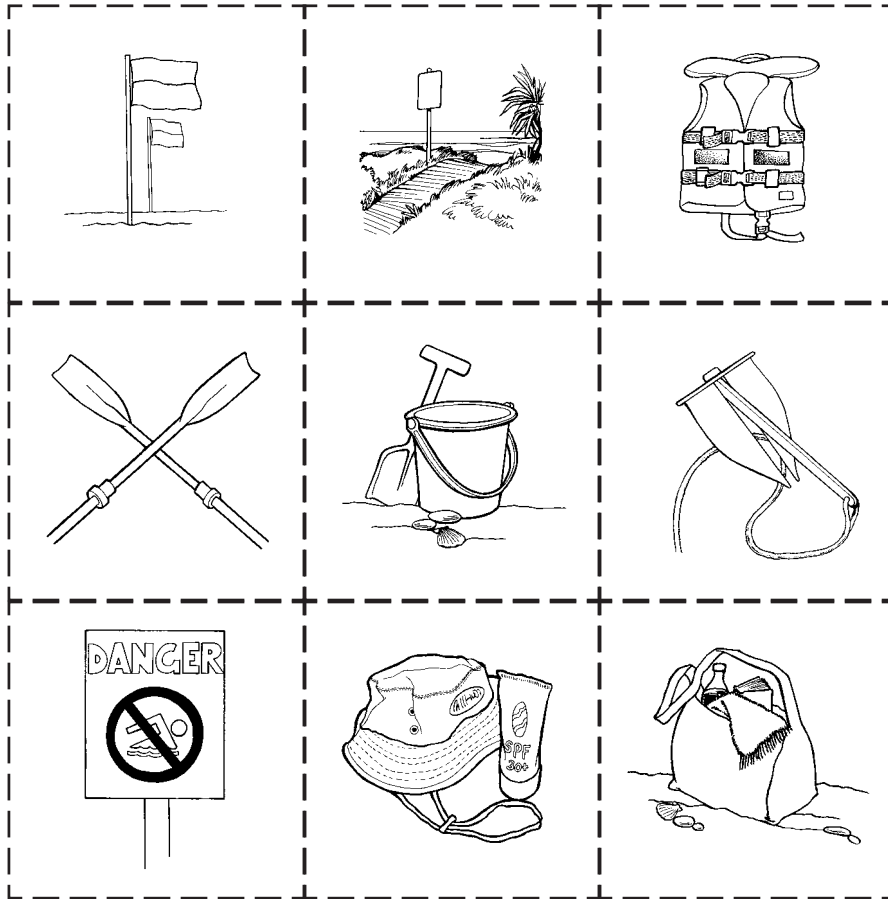
Turtle says 'I use my flippers to move about in the water. But you will need to take these on your boat in case you have any engine trouble', Oars.

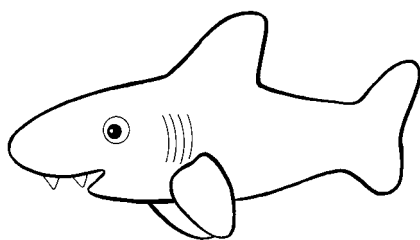




**Bingo  
cards**







# Living dangerously

An activity to consider marine safety issues and promote safe practices.

## What to do

1. Tell the story from pages 23 - 25 using the felt marine mob.

In the story the marine mob each describe a situation.

Use your students to extend the marine mob tales.

Stop the story when you see the ## and ask the students 'What happened next?'

2. Then ask the students 'What could have happened to avoid the incident?'

Continue in this manner throughout the whole story.



## Suggested activity: Make and race boats

1. Plan a boat race.

Ask the students to bring to school plenty of empty boxes, rolls and other packets and packaging.

2. Provide glue, newspaper (for joining and covering), tape, string and paint. In groups of 4 make a boat that can be carried from recycled junk.

3. Also make objects to represent a first aid kit, a rubbish bin, 2 PFDs, oars, a radio and an anchor. The boat must be the right size to fit in two students.

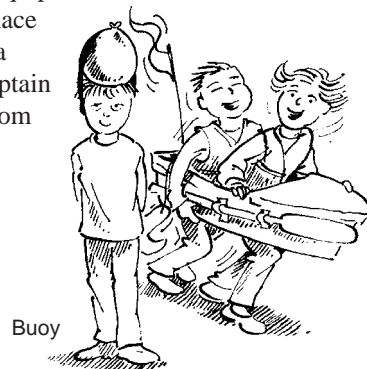
4. Outside determine the boat race course i.e. the start line, the water line and the turning buoy.

One team member (crew) is ready with the equipment at the start line.

5. Another team member (captain) stays holding the boat at the water line.
6. At GO the crew runs to the boat bringing all the equipment.

Crew and captain must put on their PFD's (Personal flotation devices - see Book 17, *Better Boating Behaviour*), get in the boat and race around the buoy and back to the finish.

The winner is the first boat to finish with crew, captain and safety equipment on board. Race again with a different captain and crew from each team.



## ***Story: Living dangerously***

One day for no particular reason, the marine mob was chatting. They had been talking about the tides and currents but somehow the conversation changed.

Now they were  
telling tales  
about  
creatures  
living  
dangerously on  
the coast and  
ocean.

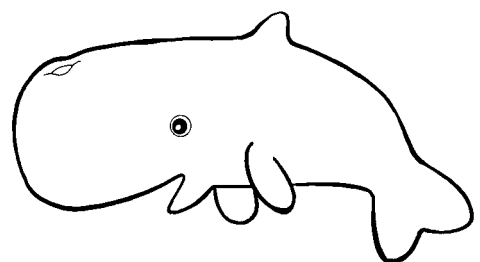


Whale started it. She said 'you will never guess what I saw the other day, amazing!

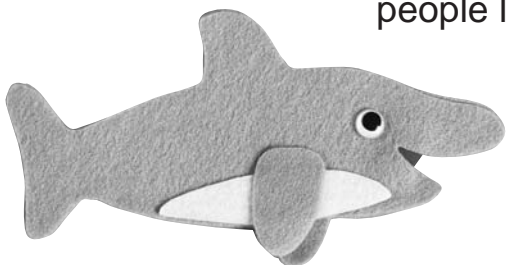
Some creatures really do live dangerously in the ocean.

I was heading north to the warmer waters when I came across a boat. It was just a small, open motor boat with several people aboard. I think they had been fishing but when it came time for them to go home, there was trouble. The engine would not start, the tool kit had been left behind, the radio batteries were low, there was only one oar and the tide was running out.'

## ## What happened next? What could have happened to avoid the incident?



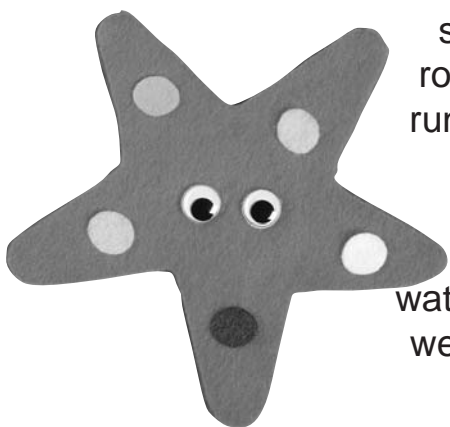
‘Well I saw a similar thing’, said the dolphin. ‘One beautiful calm day when I was hunting off the headland, I noticed a yacht. They were a fair way from the bay beach, going nowhere, as the wind was very light. The people seemed to be happy lying back in their bathers enjoying the sun. But you should have seen the yacht some time later. The southerly wind had come up, the waves had started to roll in, the temperature had dropped, the people looked cold and scared and they were a long, hard sail away from land.’



**## What happened next?  
What could have happened  
to avoid the incident?**

---

‘There are creatures living dangerously on the coast too,’ said the sea star. ‘I have seen kids mucking around by the rock pools. They are having a wild time, running, jumping diving and swimming. One day three girls were playing and they didn’t seem to notice the tide was going out. The rocks were wet from their splashing and the water in the pool was getting lower but they still were running, jumping and diving.’



**## What happened next? What could have  
happened to avoid the incident?**

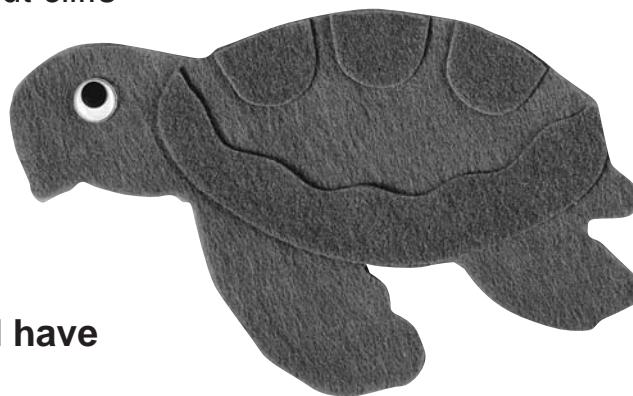
---

‘Low water in pools and slippery rocks are very dangerous,’ said the octopus, ‘but I have seen those creatures caught by a less obvious danger. Sometimes when I’m hidden away from the hot sun in a rocky cave, I have seen whole families exploring the rock platform. Incredible, they are busy there for hours, only wearing bathers, no hats, no water to drink, no close trees or shady places.’



**## What happened next? What could have  
happened to avoid the incident?**

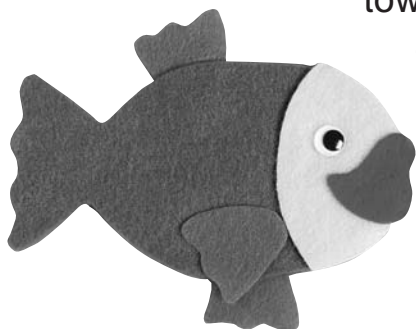
‘That’s nothing,’ said the turtle, ‘I have seen what these creatures do on the dunes, very dangerous! It was after a time when we had days of big seas and a full moon. The beaches had been eroded. The high tides were so high that the dunes were like undercut cliffs and the trailing beach plants were hanging down like ropes. Children were playing, the cliff edges were crumbling, the beach plants were pulling out’.



**## What happened next? What could have happened to avoid the incident?**

---

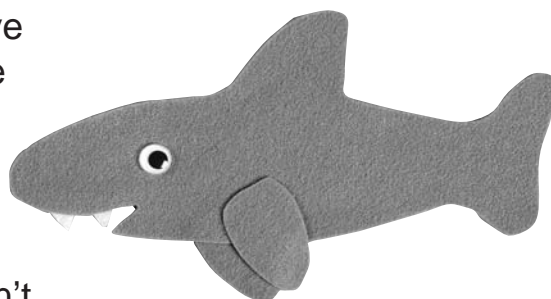
‘I have seen those dangerous creatures too’, said the fish, ‘swimming on the shoreline, having a great time. Duck diving, floating, splashing each other, running in and out of the water and swimming around. One day a family arrived. The children were so keen to get to the beach that they ran straight down, dumped their towels and dashed straight in. I did not see any one stop and check for beach signs, rips, sweeps or even blue bottles. The smallest girl was in the water well before the mother got there’.



**## What happened next? What could have happened to avoid the incident?**

---

‘It’s funny, isn’t it?’ said the shark. ‘Those creatures that do all those dangerous things are scared of me. Yet sharks attack very few people and lots of people live dangerously on the coast and ocean. Those creatures take the wrong size PFD’s, don’t look after their equipment, don’t know all the rules and regulations, don’t read signs, don’t listen to weather forecasts, don’t have the skills or training for safe boating and don’t protect themselves from sun burn. It’s amazing there are still so many of them around!’



## Answers to questions in Book 2 – Sea Creatures

### Sharks

Are sharks dangerous?

Ans: Some are but most are not.

### Fish

How do fish breathe?

Ans: Through their gills at the side of the head.

How do fish move?

Ans: With their tails.

What is a group of fish called?

Ans: School

### Octopus

It has blue-rings on each arm. It is very dangerous. What do you think its name could be?

Ans: Blue-ringed octopus

### Sea turtle

What covers a sea turtle's body?

Ans: A shell

What shape are its legs?

Ans: Round

Can sea turtles breathe underwater?

Ans: No, they are reptiles and need to come to the surface

### Seals

Is a seal a fish?

Ans: No. A seal is a mammal and has hair.

What is a young seal called?

Ans: A pup

### Sea stars

How does a sea star eat?

Ans: With its mouth under its hard body suit

### Sea creatures

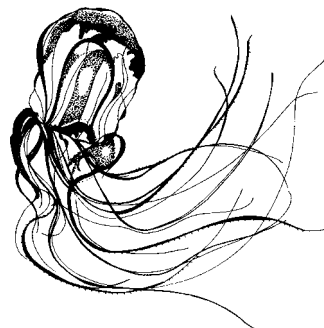
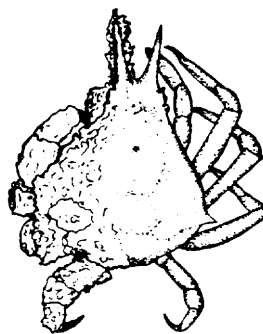
What else can you see?

Ans: The fish

### Seahorse

What does he use it for?

Ans: To hold the young seahorses

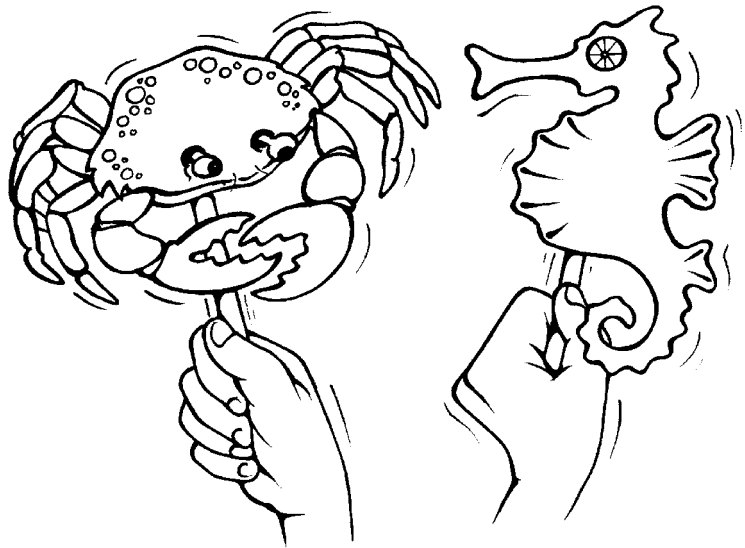


## Notes

### The animals in book 2 are

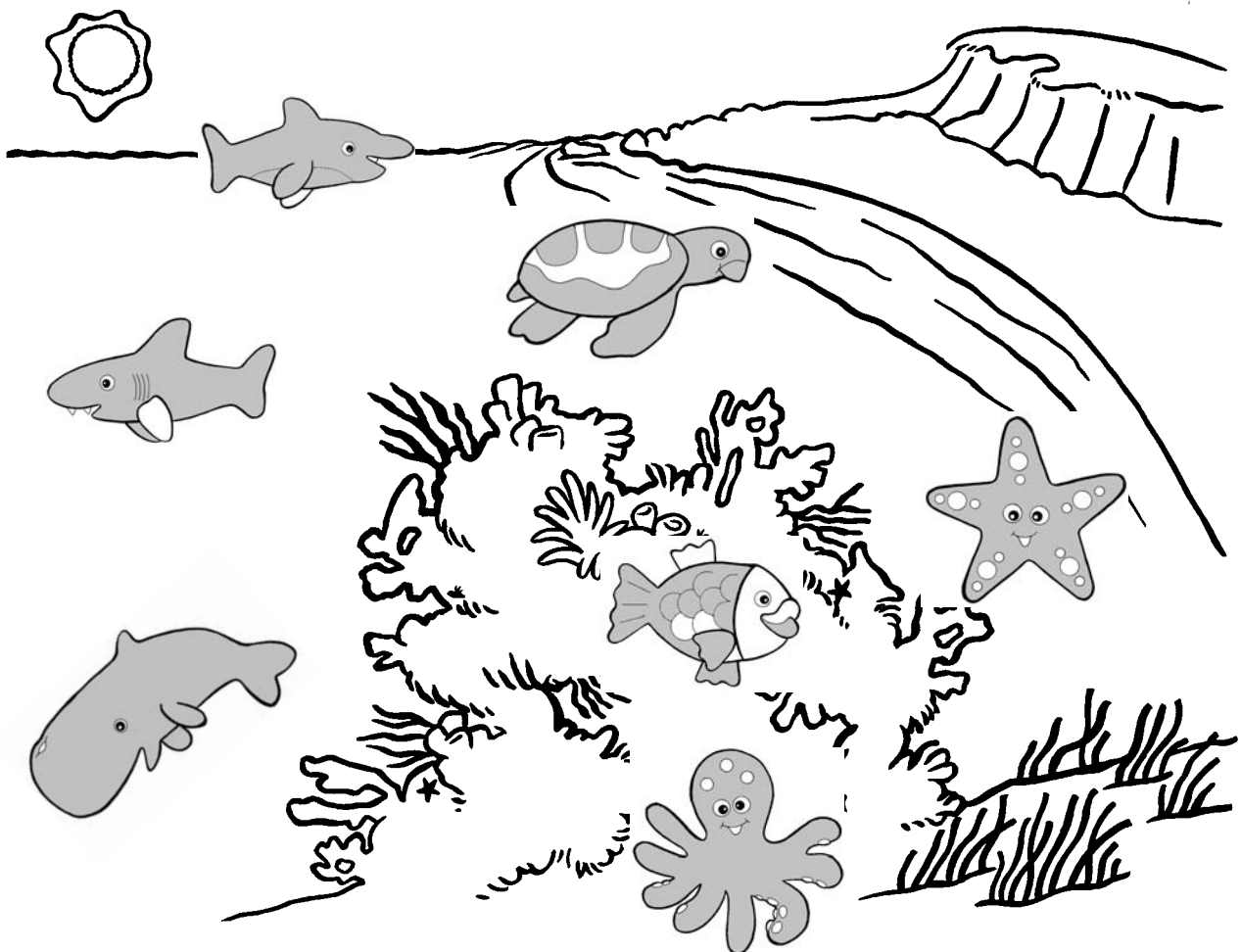
#### Answers

Dolphin	Penguin
Human	Sea urchin
Shark	Crab
Fish	Sea star
Whale	Sea snail
Octopus	Shrimp
Turtle	Seahorse
Seal	



Why not add paddle pop sticks with Blu Tac to the marine mob to make puppets. Velcro dots also make a more stable puppet but are harder to remove.

### The approximate positions of the felts are



# Sea words

The marine environment promotes and provides so many wonderful words.

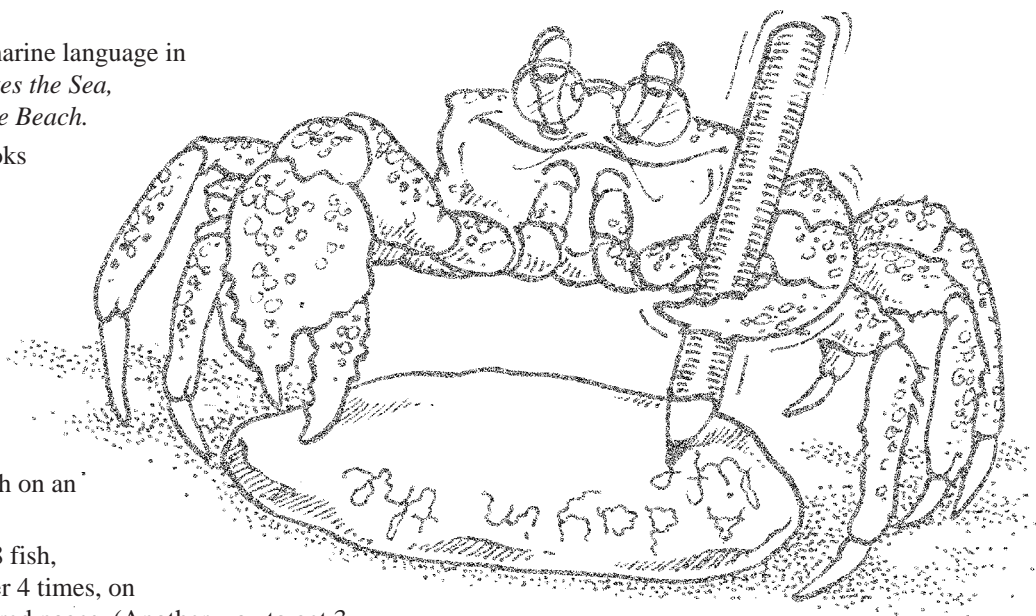
Start by exploring the marine language in the books *Everybody likes the Sea*, *Sea Creatures* and *At the Beach*.

At the back of these books you will find a glossary.

## Create a fish school dictionary

### Teacher preparation

- Draw two simple fish on an A4 size page.
- To get three sets of 8 fish, photocopy the master 4 times, on three different coloured pages. (Another way to get 3 sets of fish would be to ask three students to draw different fish for you and photocopy those).



### Activity

- Read a big book and stop after each page. Ask a student to tell you a word they liked from that page.
- Write the word on a fish. Continue with the next page and ask another student. By the time you have finished the story you will have a fish school dictionary.
- Use the three sets of different coloured fish to sort the words into three different types of sea words. For example write description words on the blue fish like sticky, smelly and sharp.

Write living thing words on the yellow fish like penguins, seaweed and crabs. Write action words on the green fish like dive, float and swim.

There are also people words like surfer, scientist and sailor; sound words like squawk, splash and talk and object words like flags, boats and sunscreen. Display the school of fish in the classroom.

These could be displayed as several schools of fish or one big rainbow school.

### Suggested activities with the fish school dictionary

- Create a copy of the fish school dictionary and use for a fishing game.
- Make the fish by attaching a paper clip to each fish and make a fishing rod with stick, string and magnet.
- When the student catches a fish they can: match them to the other displayed fish school dictionary, copy and illustrate them onto another page, sort them into types of words like object or living thing or, use the ones they catch to make up a sentence, which the teacher will write and they will illustrate.



# Reading recovery level information

## Method

Books 1-18 were read with a small sample of children (about 150) from a Primary School during March - June of 2001. Sample ages ranged from 5-10 years and were both boys and girls.



## Results

The following reading recovery levels are only to be used as a guide until a more extensive sample size and test is conducted. The comments are from the reading specialist who has volunteered her time to Wet Paper

### Level 1 Readers

Book 1 Everyone likes the sea:	Minimum level 10/11
Book 2 Sea Creatures:	Approximate level 13
Book 3 At the beach:	Minimum level 10 - 12

### Level 2 Readers

Book 4 Fun by the sea:	Minimum level 12/13
Book 5 Working at Sea:	Approximate level 15
Book 6 Be safe at the beach:	Minimum level 12/13

### Level 3 Readers

Book 7 Tourists and the Sea:	Approximate level 24/25
Book 8 All Kinds of Boats:	Approximate level 19
Book 9 Rock Pool Life:	Approximate level 30
Book 10 Creatures of the Deep:	Approximate level 20
Book 11 Shipwrecks:	Minimum level 26/27
Book 12 Our Day on a Research Boat:	Approximate level 28 Δ

### Level 4 Readers

Book 13 Let's Go Sailing:	Approximate level 20
Book 14 Food from the Sea:	Minimum level 26/27
Book 15 Classification and Survival:	Approximate level 30
Book 16 Sea Creatures at Risk:	Approximate level 29
Book 17 Better Boating Behaviour:	Minimum level 21
Book 18 Don't Mess with the Sea:	Approximate level 28/29 Δ

### Some comments

- The book contains lots of text changes with some complex vocabulary and a lot of visual analysis of unknown words is required, For example book 1.
- Language is easily accessible, however vocabulary makes it harder. For example book 2
- Although the pictures are good and give some support, they do not assist in working out with some complex vocabulary - Example: Many children may have difficulty with "squarking". For example book 3

## Further information

**Bob Moffatt**

**Project Manager Kids&Water**

**Wet Paper Publications**

**PO Box 540 Coolangatta 4225,**

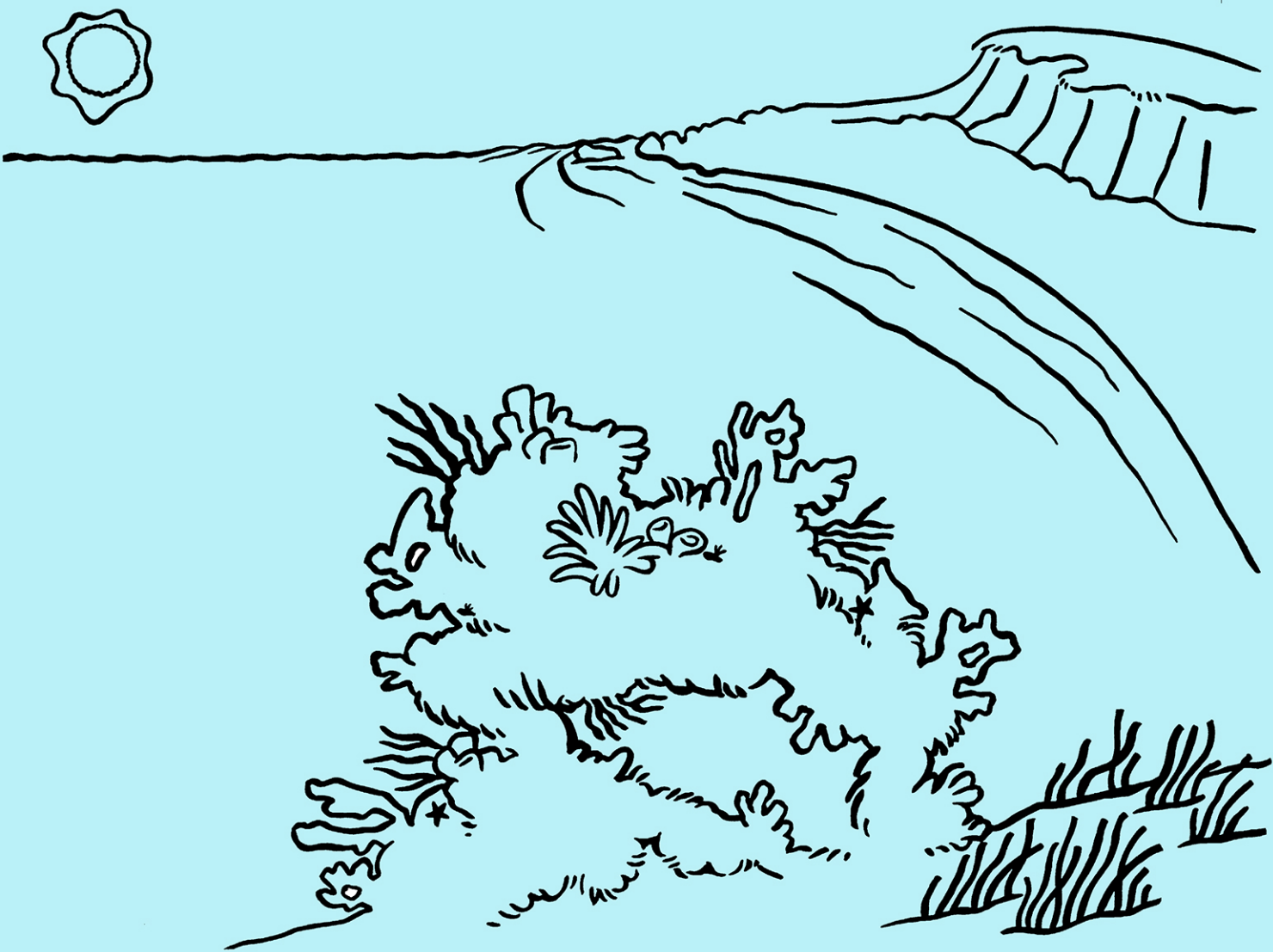
**Telephone: (07) 5525 6122**

**Fax: 07) 5525 7066**

**[www.wetpaper.com.au/kids&water](http://www.wetpaper.com.au/kids&water)**



*Wet Paper*



Handwritten text, possibly a page number or title, partially visible at the top right corner.

