



Running words: 144

Book Summary

This book describes what lives in the deep, dark sea. It explains how the ocean is warmer and lighter near the top of the ocean and gets darker as you go deeper. It features some of the different living things that occupy the different ocean zones. It also features some fish that live in the total darkness of the Dark Zone.

Themes

Exploration, Discovery, Animals, birds and insects

Features of the Book

- Synonyms and antonyms: *dark, light*
- Visual chart featuring ocean zones and depths
- Content words for discussion: *dark, explore, fish, light, submarine*
- Phonics and phonemic awareness: *oo (school, look, too)*

Strategies

The Deep, Dark Sea introduces and reinforces the following strategies:

- compare and contrast
- visualising
- finding main ideas

Materials

- copies of the BM, pencils

The Deep, Dark Sea

by Kitty Thomas

Introducing the Text

Begin by reading the book's title and the name of the author.

- *What is another word for 'sea'?* (ocean)

Explain that the sea or ocean is a huge body of salt water that covers about three quarters of the earth's surface. Talk about how when you read a book, you often have questions before, during and after reading. Have the students think of questions they would ask before they read the book, such as:

- *What lives in the ocean?*
- *What is the ocean like? How deep is the ocean?*

Encourage the students to discuss what they know about the ocean, drawing on their personal experiences. For instance, some students may have been ocean fishing or scuba diving in the sea.

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*dark, explore, fish, light, submarine*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the pictures, text and visual chart to determine the strategies of comparing and contrasting, visualising and finding main ideas as you work through the book.

Cover

Together, read aloud the question on the back cover. Help the students to make connections with the preview question and their own experiences. Turn to the front cover. Point to the picture and ask:

- *What animal do you think this is?* (squid)
- *Has anyone seen a squid in the ocean?* (answers will vary)

Title Page

Read the title aloud and then discuss the photograph.

- *What strange feature does this fish have?* (lights on its body)
- *Why do you think it might have lights on its body?* (answers may vary, but point students towards the fact that the fish might live in a dark part of the ocean)

Page 2

Explain to the students that you are going to practise visualising. Tell them that visualising is when you create pictures in your mind about what is going on in the text. Ask the students to close their eyes while you read the text on page 2 to them. When you have finished, have some of the students describe what they pictured in their minds. Talk about how different people imagine different things.

Page 3

Turn to page 3 and point out the photograph of the submarine with the stingray swimming past. Ask the students if they pictured a similar or different scene as you read page 2. Tell the students that we are influenced by our personal experiences, as well as our imaginations. Now read the text on page 3 together.

Page 4

Practise the strategy of visualising again. Ask the students to close their eyes and listen while you read the text. Encourage the students to share with the rest of the class what they pictured in their minds.

Page 5

Together, read the body copy text. Then read the caption with the students. Talk about the word *school* and how it is the name for a group of fish. Say this is known as a collective noun. A collective noun is a noun used to represent a group of people, animals or objects, such as a school of fish or a flock of birds. Ask the

The Deep, Dark Sea

students if they know of any other collective nouns.

Page 6

Discuss the photograph of the chain catshark swimming in the dark. Point out the animal's cat-like eye. Explain that cats can also see in the dark. Together, read the caption. Then read the body copy text with the students.

- *Why would the water be getting colder now?* (The sunlight cannot reach down this far to warm the water.)

Page 7

With the students, read the text. Encourage the students to express any questions that may have about squid based on this photograph, such as:

- *Are all squid blue?* (No, squid can change colour, and some can emit their own light.)
- *Do they live only in deep, dark water?* (Some squid live in shallow ocean water. Others live in the deep, dark sea.)

Page 8

Read the body copy text with the students. Then point out the photograph.

- *Why might this fish be called a lantern fish?* (It produces its own light. It can turn its lights on and off like a lantern)

Then read the caption together to confirm the answer.

Page 9

Look at the photograph. It shows a deep-sea fish.

- *What features does it have to help it survive?* (a light on its head, sharp teeth)

Read the text on page 9 to confirm the answers. Now have the students compare and contrast the photographs on pages 8 and 9. Ask the students to say what the two fish have in common and what is different about them.

Page 10

Talk about the picture and how this fish shares similar characteristics to the previous two fish. Read the text with the students to find out what the fish is called (viper fish). Then revisit pages 8–10. Remind the students that the main idea is the central point that the author wants to convey to the readers. Ask the students what the main idea of pages 8–10 is (At the bottom of the ocean, there is no light at all.). The supporting details are that some fish make their own light and the light helps to attract other fish for them to eat.

Page 11

- *Look at the photograph of the person in the submarine. How can you tell that the submarine is near the top of the ocean?* (The ocean looks shallow in that part and the sun has lit up the water.)

Enjoy reading the end of the book with the students to confirm their answers.

Page 12

Introduce the visual literacy chart to the students. Start by pointing out the heading The Ocean Zones. Discuss how different animals live in different zones. For example, sharks live in the top zone called the Sunlight Zone. Have the students look at the chart and tell you how far down the Sunlight Zone goes to (200 metres). Ask questions to encourage the students to obtain as much information from the chart as possible.

- *Where would I find an octopus?* (Twilight Zone)
- *Which animals live in the Sunlight Zone?* (orca, sharks, jellyfish and some fish)
- *If I produced my own light and had sharp teeth, which zone would I live in?* (Dark Zone)

Revisiting the Text

- Write the word *school* on the board or on chart paper. Explain

that /oo/ is a vowel digraph. A digraph is a pair of letters that makes one single sound. A vowel is any of the following letters: a, e, i, o, u. Ask the students to find other words that contain the vowel digraph /oo/ in the book (e.g., *look/ing, too*). Then brainstorm a list of other words that contain /oo/ vowel digraphs.

- Point out the words *deep, dark sea* on page 2 and *warm water* on page 11. Explain to the students that these are examples of alliteration, which is the repeated use of the same sound at the beginning of a group of words. Use some alliteration to describe the animals on pages 6–10. For example, you could use the following alliterative words to describe the fish on page 9: *gruesome, gobbling, gloomy fish*.

Following Up

- Choose one animal from one of the ocean zones from page 12 and write a fact file about it. Use the book and the internet to help you.
- Imagine you were a passenger in the submarine. Write a descriptive paragraph about one of the ocean zones. Use your imagination and adjectives to describe the things you see, hear and feel.
- Think of synonyms for the word *dark* (*dim, shadowy, gloomy, dingy, murky*). Use a thesaurus to help you. You could extend this activity by creating a list of antonyms, which are words that mean the opposite (antonyms of the word *dark* could include *bright, luminous, shiny, glowing, fluorescent, shining, radiant, etc.*).
- Research on the Internet a list of collective nouns. Create a class poster and present your list of collective nouns, such as *a gaggle of geese, a pod of dolphins, an army of ants, a herd of giraffes, a pride of lions* and so on.
- Give the students copies of the blackline master for this title.