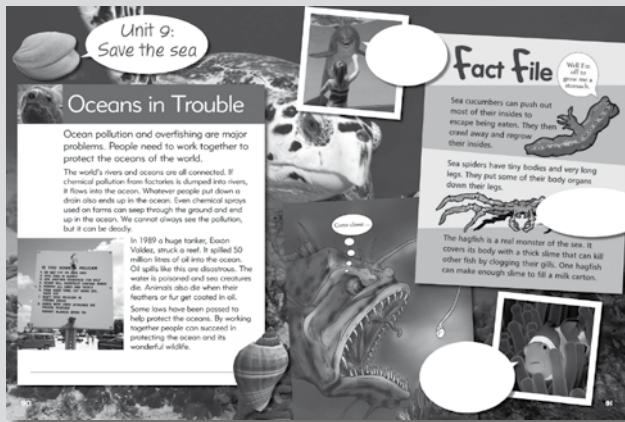


Unit 9: Save the sea



In this unit

- **Source texts**—Contemporary literature (illustrated nonfiction)
- **Text features**—Exposition, facts, illustrations
- **Writing**—An exposition in the form of a poster
- **On the DVD**—Procedure for cleaning oiled birds; *Don't Mess the Sea* colouring sheet; Image of hagfish; Images for student posters; Ocean Life image and companion sheet
- **Other resources**—*The Hidden Forest*, Jeannie Baker (Walker Books, UK, 2000. ISBN 978-0688157609); What I can do for coasts and seas, see www.environment.sa.gov.au/education/pages/modules/what/coasts.html; Sample posters, see www.earthhour.org/how-to-vote and www.acfonline.org.au/uploads/res/res_climate_poster.pdf

See *Teaching Guide* pvii for this unit's syllabus outcomes.

The Big Picture

This unit's texts explore the wonder of the world's oceans and the need to protect them, as the basis for studying expositions. Point out the title of the text on p90. *Why might oceans be in trouble?* Ask students to scan the pages and name some of the things they see. Ask students to note the empty speech bubbles—*What do you think these creatures might be saying?* (students write speech in these bubbles on p94, q8).





To introduce students to the wide variety of ocean life, conduct the Ocean Life activity on the DVD. Display the colour image of an ocean crowded with creatures. One student points out a creature; another student uses the companion sheet to find the number of the creature; and a third student says the name of the creature aloud. The activity can be conducted as a whole class activity or in groups of three students.

Oceans in Trouble—is an exposition arguing for people to work together to protect oceans. It begins with an introduction that states the author's point of view and then presents arguments to support this. The exposition concludes with the author restating their view. Ask students to discuss the views of the author in their own words. *Do you agree or disagree with the author? What are two reasons the author gives for damage to oceans? What other photographs could have been used to support the author's point of view?*

Fact File—provides interesting facts about three strange sea creatures. Before reading the text with students, ask: *Do you know of an animal that can push out its guts? How about one that makes slime? What do you think a hagfish looks like?* (students draw their ideas on p94, q4). Ask students to nominate other animals or plants that do amazing things.


Listening, speaking and extension

-  Students conduct a simple experiment (procedure) to find the best way to clean seabirds caught in an oil spill. Instructions are on the DVD. Before students begin, ask: *What kinds of seabirds can you think of? What do seabirds do? What do feathers do for seabirds?*
-  Students colour in the Don't Mess the Sea sheet on the DVD.
- Students complete the "What I can do for coasts and seas" interactive (see *Other resources*). They identify how to keep the coastline and waters of South Australia clean.
- Students find examples of conservation posters (p95). See *Other resources* for samples.
- Students research their favourite sea creature. They design and create a poster to convince people (exposition) that it is an interesting creature.
- Students practise reading the exposition on p90 aloud. They focus on the tone of their voice and pause at different places for effect. Students may add music or other sounds as a background. If students cannot read the entire text, ask them to work in small groups, with each reading one paragraph or sentence of the text.
- Read *The Hidden Forest* to students (see *Other resources*), which is about the kelp forests in the waters of Tasmania.
- Students include some or all of these words in their weekly spelling lists: chemical, compound, disastrous, drain, exposition, fact, ocean, oil, pollution, protect, trouble, water.

In the texts—page 92

- Discuss what a key point is before asking students to complete q2.
- Students must give reasons why they agree or disagree with the author (q4).


Read and learn—pages 93–94

- Remind students to complete the words they are sure of first (q1). Ask them to cross these words off in the word bank and then use a process of elimination to choose the remaining words. Encourage students to check their answers. As extension work, ask students to identify the types of words in the word bank or what they form when added to the sentences (all verbs: *are (all) connected, is dumped* etc.).
- Revise synonyms (q2); see definition *pxi*.
- Revise homophones as words that have the same sound but a different spelling and meaning (q3). Give students dictionaries to check their responses.
-  Ask students what a “hag” is (q4; an ugly old woman or witch). *How will this affect what you draw?* After students have drawn their hagfish, show them the image of the hagfish on the DVD. This fish has no jaws, no eyes (it has two light-sensitive patches) and are very flexible. Remind students that phrases do not have verbs.
- Revise adjectives (q6); review activities on pp52–53 if necessary.
- Remind students that speech in speech bubbles (q8) does not need quotation marks.

Assessment Answers (see Teaching Guide page 55)

- 1 a seaweed; b overboard; c into; d speedboat
 2 a protect; b seep; c coated; d connected; e wonderful; f disastrous
 3 a can push out most of their insides
 b have tiny bodies and very long legs
 c can make enough slime to fill a milk carton
 4 Teacher to check

Your turn—page 95

- Discuss posters. *What can they be used for?* A poster that aims to persuade people about something is an exposition. *Can you think of examples of posters that want to persuade people?* (eg political posters at election time). *Where might this poster be?* (in a bus shelter). *Why are bus shelters a good place for posters?*
-  Remind students that posters need to be eye-catching. The aim of the poster needs to be obvious and students should rely on images, rather than lots of text, to get their message across—use the images on the DVD for ideas or to create actual posters. Provide extra paper, so students can plan their posters before transferring them to their student books.

Compound words—pages 96–97

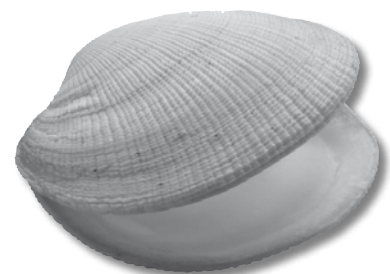
- Ask students to make a word bank of compound words to display in the classroom. Start with compound words from the texts on pp90–91.
- Explain crosswords (q4) for any students unfamiliar with them. Challenge students to make up their own compound word crosswords on grid paper for their classmates to complete.

Work Sheets

- **Work Sheet 1** assesses comprehension (literal, inferential, critical thinking and response) of the text on p91.
- **Work Sheet 2** revises compound words and the meanings of homophones.
- **Work Sheet 3** asks students whether they agree or disagree with a statement and to then support their opinion. As extension, challenge students to write three reasons to support the opposite view to their own.

Assessment

- **Work Sheet 4** assesses knowledge of compound words, definitions, comprehension of source texts and understanding of expositions.
- To assess Student Book writing and **Work Sheet 3**, use the exposition rubric (Teaching Guide p88).



Fact File

Read *Fact File* on page 91 and answer these questions.

1 Why do sea cucumbers sometimes push out their insides?

2 What are some of the body parts that a sea cucumber might push out?

3 Why do you think legs are a good place for sea spiders to have body organs?

4 How does the slime from a hagfish kill other animals?

5 How much slime can a hagfish make?

6 Why do you think:

a a sea cucumber is called a sea cucumber?

b a sea spider is called a sea spider?

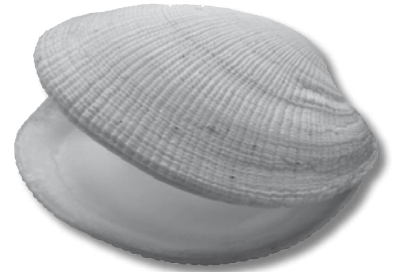
c a hagfish is called a hagfish?

7 If you could be a sea cucumber, a sea spider or a hagfish, what would you like to be and why?

Word Play

1 a Draw a line to match the beginning and the end of each compound word.

news	paper
bush	drop
rain	ball
basket	nail
toe	fire



b Write the compound words here.

2 Write each homophone in a sentence to show its meaning.

a two

b to

c threw

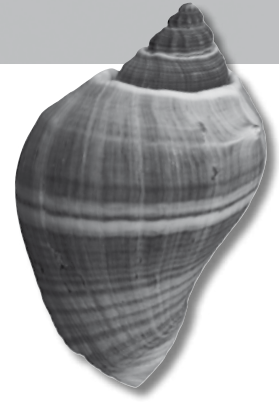
d through

e bee

f be

g die

h dye



For or Against?

For each statement, decide if you agree or disagree.

Then write three reasons why.

School canteens should only serve healthy food.

Agree / Disagree (circle your choice)

1 _____

2 _____

3 _____

The school should give every student a computer.

Agree / Disagree (circle your choice)

1 _____

2 _____

3 _____

Children should be allowed in the school playground on weekends.

Agree / Disagree (circle your choice)

1 _____

2 _____

3 _____

Children should be allowed to bring their pets to school.

Agree / Disagree (circle your choice)

1 _____

2 _____

3 _____

(First name)

(Family name)

Save the Sea

1 Circle the compound words in these sentences.

- a The fish swam near the seaweed.
- b The boy fell overboard.
- c The snail went into its shell.
- d The speedboat stayed away from the beach.

2 Draw a line to connect the words that have the same meaning.

- | | |
|----------------|------------|
| a look after | coated |
| b soak through | connected |
| c covered | protect |
| d linked | disastrous |
| e special | seep |
| f terrible | wonderful |



3 Draw lines to match the beginnings and endings of these sentences.

- | | |
|-----------------|--|
| a Sea cucumbers | can make enough slime to fill a milk carton. |
| b Sea spiders | can push out most of their insides. |
| c One hagfish | have tiny bodies and very long legs. |

4 What is an exposition?

