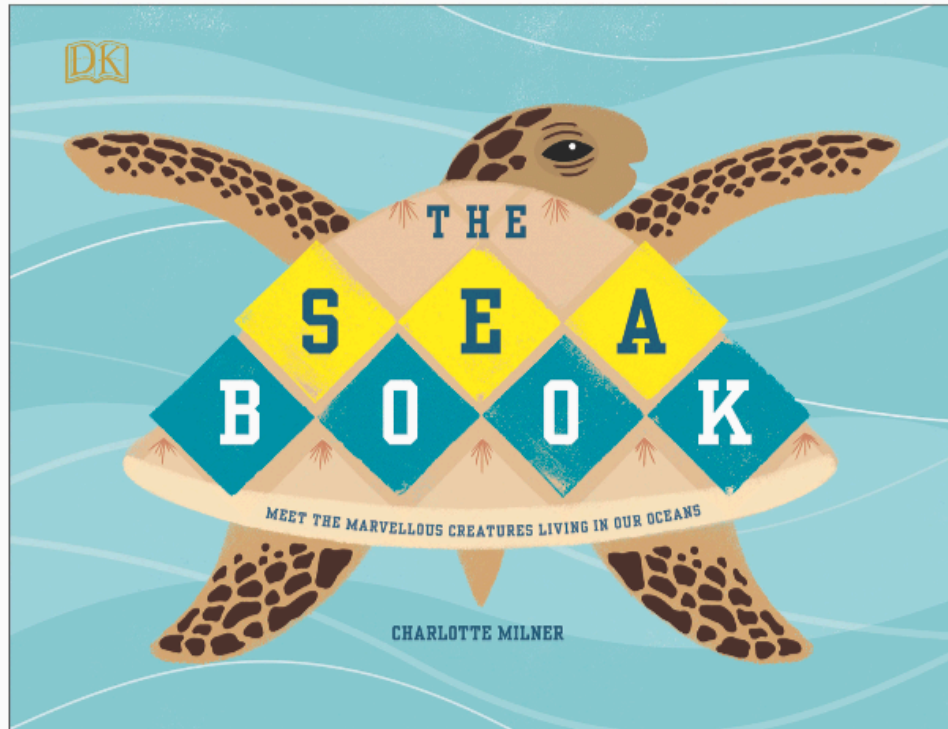


SCHEME OF WORK



PERFECT FOR: Ages 7+; studying informative and engaging non-fiction texts, creative writing - diary entries, poetry, persuasive leaflets, fact files, speeches and playscripts; learning about sea creatures, adaptation and food chains; plastic pollution; the impact of humans on nature and animals; ocean-inspired artwork and music lessons, and class displays.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing;

Writing to Entertain and Inform; Poetry;

Explanation and Recount Texts

Drama, Speaking and Listening

Design Technology & Art

Science

Computing

History

Music



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WEEK 1 (PAGES 14- 15)

WHAT IS THE BIGGEST FISH IN THE SEA?



SUGGESTED OBJECTIVES

Reading: Comprehension

- Make predictions about a non-fiction text, using clues.
- Ask questions to improve understanding of a text.
- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

Maths

- Measure accurately to the nearest mm.
- Convert between different units of metric measure.

Computing

- Use search technologies effectively to research information about sharks.

Writing to Entertain and Inform

- Plan and write a playscript for a television show.

COMPREHENSION QUESTIONS

1. Look at the front cover of the book. On a whiteboard or post-it, record everything you can see. What sort of book do you think this is? Is it fiction or non-fiction? Why do you think this?
2. Look at the Contents Page. On which pages might I find out about the following? The effects of global warming on the sea; what a coral is; polar bears and seals; overfishing.
3. Take some time to explore the book up to page 14 – is there anything that has particularly interested you? Can you choose one fact to share with a partner? Is there anything that has puzzled or confused you?
4. Before reading the information on these pages, ask the children what they think the biggest fish in the sea is? How long do they think it might be?
5. Complete this sentence: There are over species of shark.
6. Most sharks have two pairs of gills. True or false?
7. Sharks are herbivores. True or false?
8. Look at the section entitled 'Right Tool For The Job'. Why do you think the information has been presented on a background colour of pink? What is the effect?
9. Why does the author describe whale sharks as 'gentle giants'? How do you think the author wants us to feel about whale sharks?
10. Can you think of another title for this chapter?

EXTRA ACTIVITIES

Before beginning the book, write down everything you think you already know about life under the sea in the circle. In the outer circle, write down where you learned this information (see Resource 1a). Share your ideas as a group.

Using a pencil and ruler, draw a series of lines of varying length. Ask a partner to measure them to the nearest mm. Now, use the internet to discover the size of the following sharks: the sawshark, the whale shark, the cookiecutter shark, the zebra shark. Use the table (Resource 1b) to record the lengths and then convert their measurements.

Use the internet to see what other facts you can find out about sharks. Use the research to create an extra page about sharks for the book.

Using the information on these pages, work in groups to write a script for an informative TV show about sharks. Include stage directions and props, and perform your engaging TV show with enthusiasm. You could even record your show and evaluate it.



WEEK 2 (PAGES 18 - 19) MEET THE MAMMALS



SUGGESTED OBJECTIVES

Reading: Comprehension

- Ask questions to improve understanding of a text.
- Identify how language, structure, and presentation contribute to meaning.
- Discuss words and phrases that capture the reader's interest and imagination.

Writing to Inform and Explain

- Identify the features of an information text.

Science

- Understand how animals are adapted to their environment.
- Create a food chain for a dolphin.
- Recognise that living things can be grouped in a variety of ways.

Writing to Entertain

- Write a persuasive speech about animals in captivity.

COMPREHENSION QUESTIONS

1. Look at the title on these pages. What do you predict the information on these pages will be about? What literary device does the author employ in the title?
2. Can you point to the introduction on these pages? What is its purpose? What information do you learn from it? Complete this sentence: Most mammals...
3. Complete this sentence: Most mammals are found on land, but...
4. Why are some words on these pages written in bold? Can you create your own glossary for these words?
5. Why might dugongs also be known as sea cows?
6. What evidence is there to suggest that dugongs are peaceful creatures?
7. What is the purpose of the dotted arrows and labels on these pages? How do they direct and support your reading of the information?
8. How does the diagram of the baleen plates help you visualise and picture the baleen whale's mouth?
9. Dolphins live together in groups called flocks. True or false? Can you write any other 'true or false?' questions for a partner to answer?
10. Which words and phrases does the author use to engage, surprise and interest the reader? Are they successful?

EXTRA ACTIVITIES

Using the features of an information text, identify the following features on these pages: *introduction, titles, sub-titles, words in bold, pictures and captions, diagrams, written in present tense, charts and graphs.*

Look at pictures of different animals. Can you sort them under the following headings? *Mammals, fish, reptiles, amphibian, invertebrates.* Discuss the common features of each category of animal and create a list.

Carry out some research into dolphins and create your own fact-file. Find out about their appearance, diet, how they communicate and how they are adapted to their environment. Use the information to create a food chain for a dolphin.

Write a persuasive speech entitled 'Why killer whales should not be kept in captivity'. Start by researching information about whales that are kept in captivity. Remember to: state your opinion, use the present tense, write in paragraphs, use powerful language and support your ideas with facts.



SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve and record information from non-fiction.
- Summarise the main ideas in the text by choosing the most relevant information.
- Evaluate your opinion, using evidence from the text to support your ideas.

Science

- Understand how seals, polar bears and walruses are adapted to their environment.
- Set up simple practical enquiries, comparative and fair tests.
- Report on findings from experiments, including oral and written explanations, displays or presentations of your results and conclusions.

COMPREHENSION QUESTIONS

1. Where is the North Pole located?
2. What does the adjective 'extremely' suggest about the North Pole?
3. Write a definition for the term 'pack ice'. How would you explain what 'pack ice' is to someone younger than yourself?
4. How does the layout and positioning of the illustrations help you to understand the order of the food chain?
5. What is the purpose of the dotted arrows and labels on these pages? How do they direct and support your reading of the information?
6. Krill is eaten by plankton. True or false?
7. Complete this sentence: Narwhals are known as the unicorns of the sea because...
8. Can you think of three adjectives and a simile to describe a narwhal?
9. Find two ways in which polar bears are adapted to their life on the ice.
10. What is the most importance piece of information on these pages? Summarise the contents of these pages in three sentences. Now try to do the same, but in two sentences. Can you summarise the information now in one sentence?

EXTRA ACTIVITIES

Read 'Little Polar Bear' by Hans de Beer. How does the information in the story help you better understand 'The Sea Book'? Record your responses to the following questions: What do you like about 'Little Polar Bear'? What don't you like about 'Little Polar Bear'? Is there anything that puzzled or confused you? Does 'Little Polar Bear' remind you of any other stories or films you know?

Complete the table (Resource 4a) to show how polar bears, seals and walruses are adapted to their life on the ice. Find out other ways in which these animals have adapted to their environment.

In small groups, design an experiment to answer the question, 'How can you separate salt from water?'. Remember to make a prediction, set up a fair test, draw and label a diagram of your experiment and record your results. Think carefully about evaporation.



WEEK 4 (PAGES 32 - 33)

DARK AND DEEP



SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Evaluate your opinion, using evidence from the text to support your ideas.

Music

- Rehearse, play and perform an eerie piece of music.
- Use your voice and instruments to create a spooky soundscape.

Design Technology & Art

- Explore the style and techniques employed by Van Gogh and use these to paint a piece of artwork.

Writing to Entertain and Inform

- Plan and write a Kenning poem

Drama, Speaking and Listening

- Perform a poem, thinking about volume, pace and expression.

COMPREHENSION QUESTIONS

1. How do the colours used on these pages differ to the rest of the book? Why might this be? What effect does it have?
2. Why is the deep planet like 'a different planet'?
3. Why do you think we have 'barely' begun to explore the deep ocean? What might be preventing us from doing so?
4. Why can't the viperfish close its mouth?
5. Describe and explain the relationship between shrimps and the venus flower bucket.
6. Write a definition of the word 'bioluminescence'. Does it sound like any other words you know? Can you use it in a sentence of your own? How do the illustrations help you better understand the meaning of this word?
7. Find and copy a word on page 33 that means the same as 'entice' or 'tempt'.
8. Why does the author include a question on page 33?
9. What is surprising and odd about the vampire squid? Can you think of a more suitable name for this creature?
10. Which of these creatures do you think is the most vicious? Why? Use examples from the text to support your opinion.

EXTRA ACTIVITIES

In pairs/small groups, create an eerie, spooky soundscape using body percussion, your voices and instruments to accompany the dark setting and strange creatures on these pages.

Look at artwork by Vincent Van Gogh, and explore / discuss his style and the work of Impressionist painters. Paint a dark, swirling scene inspired by these pages with strange, frightening creatures in the style of Vincent Van Gogh's 'Starry Night'. Use loose brush strokes and thick paint.

In pairs, summarise the information you have learned about the creatures from these pages in the form of a Kenning poem. Kenning poems are made up of two-word phrases separated by a hyphen. For example:
*Night-crawler, Evil-hunter, Silent-swimmer
Teeth-chomper, What am I? A viperfish.*

Work together to perform your Kenning, using your voice, expression and actions to create a spooky atmosphere.





WEEK 5 (PAGES 38 - 39) CHANGING SEAS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Make predictions from details stated and implied.- Retrieve and record information from non-fiction.- Use dictionaries to check the meaning of words. <p>Geography</p> <ul style="list-style-type: none">- Understand the causes and consequences of global warming and the environment changes that occur over time. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Record observations and use them to review ideas.- Explore the work of Courtney Mattison and use her designs to create a class coral reef.- Explore the art movement <i>Futurism</i> and use this style to plan, draw and paint a sea turtle.	<ol style="list-style-type: none">1. Before reading these pages, what do you predict they will be about? How do you think the seas around us are changing? Why might this be?2. Complete this sentence: Carbon dioxide is created when...3. Find and copy a word that means the same as 'dangerous' or 'damaging'.4. How does the author make us feel sympathy for the polar bear? What sort of language do they use? Is it successful?5. Write a definition of the word 'submerged'. Can you use it in a sentence of your own?6. Complete this sentence: Sea turtles travel far to lay their eggs, however...7. What is 'coral bleaching'? Why is it dangerous for animals on the reef?8. How does the author make the reader feel this is a terrible crisis? How did you feel when you read the information on these pages?9. Can you think of another title for this chapter?10. Do you think global warming can be stopped? How? Why is it important that it is stopped?	<p>Use Resource 5a to summarise the causes and consequences of the sea getting warmer. In the left-hand circle, record all the causes that have led to the sea getting warmer. In the right-hand circles, record the consequences of this change in temperature.</p> <p>Explore Courtney Mattison's 'Our Changing Seas' exhibitions (http://courtneymattison.com/ourchangingseasnsu/). Courtney's artwork depicts a 360 degree transition from a colourful, healthy coral reef, to a destroyed, bleached one, highlighting the impact of humans on our oceans. If possible, carry out some observation drawings of coral. Using watercolours, draw and paint a piece in the style of Mattison's work. Now, using clay, work as a class to create your own detailed depictions of a coral reef and the changes taking place.</p> <p>Spend some time looking at the work of Marinetti, Boccioni, Severini and Balla. Think of their distinctive style and how they broke up light and colour to create movement. Using a similar style, create a piece of artwork showing a sea turtle moving through the water.</p>



WEEK 6 (PAGES 40 - 41) PLASTIC PROBLEMS



SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Evaluate your opinion, using evidence from the text to support your ideas.

Writing to Entertain and Inform

- Write a persuasive leaflet and diary about plastic.
- Create a new page for the book, thinking carefully about the information you will include and how you will present your page.

Design Technology & Art

- Explore a range of moving picture books, looking at how levers, pivots and wheel mechanisms work.
- Create a new page for the book, considering how to illustrate, present and frame your work.

COMPREHENSION QUESTIONS

1. What is recycling?
2. Why is light plastic a particular problem?
3. What does the word 'sadly' tell you about how the author feels about plastic pollution?
4. Which words or phrases mean the same as 'decompose'?
5. Why do leatherback sea turtles eat plastic bags by mistake?
6. Explain how the entire food chain can be affected by plastic.
7. Find and copy a word that means the same as 'stop'.
8. Using the information from the text, decide whether these statements are fact or opinion:
Albatrosses are foolish birds, plastic takes a long time to break down, animals get stuck in plastic bags, humans are selfish and dangerous.
9. It's not the plastic that's the problem – it's humans. Do you agree with this statement? Why? Why not?
10. Which statement is the best summary for these pages?
 - *Marine animals mistake plastic for food.
 - *Plastic is dangerous and we must dispose of it properly.
 - *Animals get stuck in plastic bags.
 - *Plastic bags look like jelly fish.

EXTRA ACTIVITIES

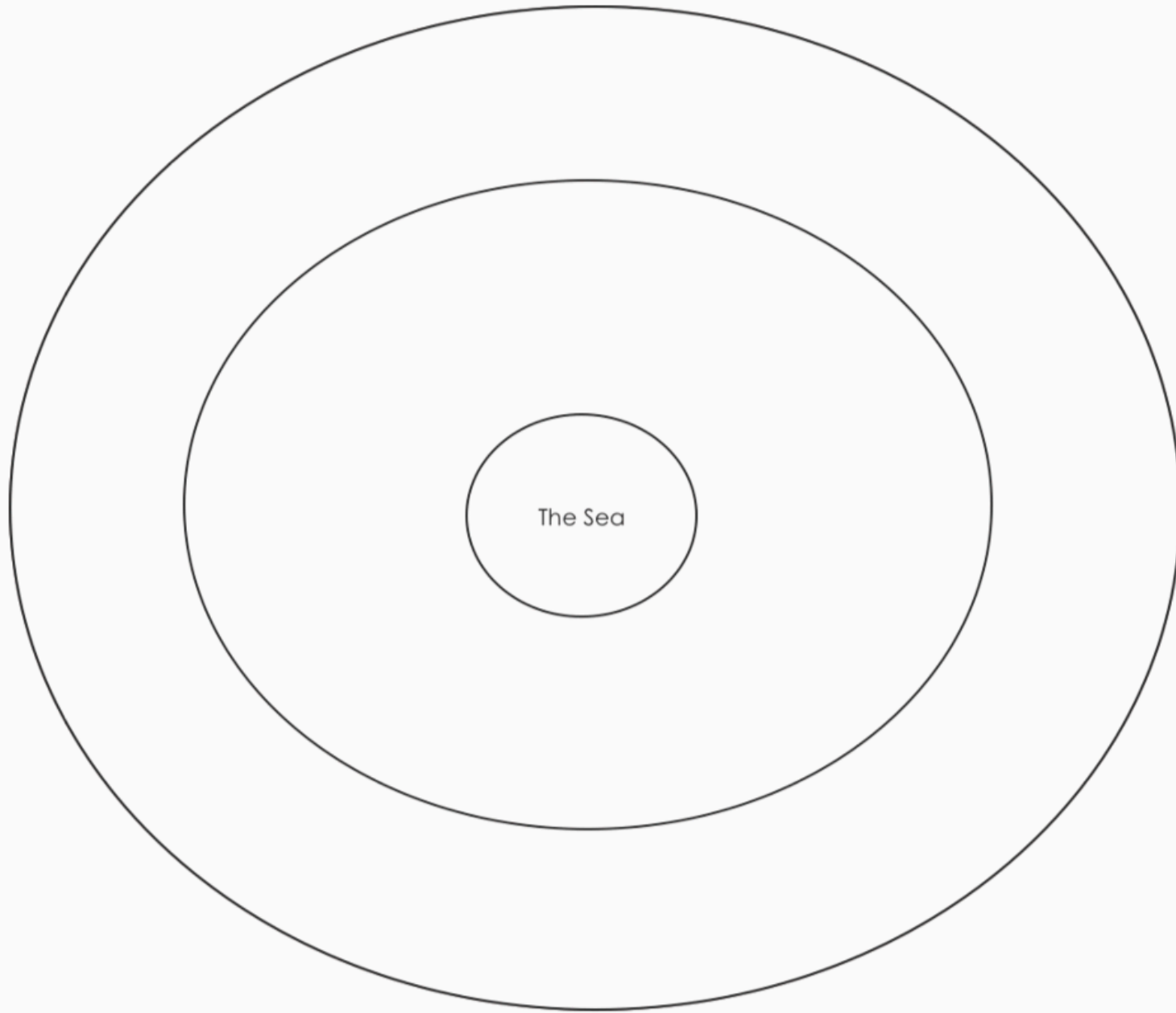
Create a persuasive leaflet, discussing the negative impact of plastic and encouraging children to stop using it. Remember to include powerful adjectives, diagrams and pictures, alliteration, facts and a quiz. Think carefully about the layout, design and colour of your leaflet.

As a class, create a display of promises, describing how you will try to reduce your use of plastic.

Write a diary entitled 'Plastic: A Day in My Life'. Imagine you are a plastic bag in the ocean. How did you get there? What will happen as you float through the ocean? Which animals might you encounter? How will your day end? Remember to write in the first person and refer to your thoughts and feelings.

Create a new page for this book, with the title, 'Dangerous Sea'. What might the page be about? What information might you need to research and include? You may wish to explore a range of moving picture books and look at how levers, pivots and wheel mechanisms work. Can you construct and include a moving element on your page?

RESOURCE 1A



RESOURCE 1B

Name of shark	Length (m)	Length (cm)	Length (km)	Length (mm)
Sawshark				
Whale shark				
Cookiecutter shark				
Zebra shark				
A shark of your choice...				



RESOURCE 4A

Animal	How has the animal adapted to living on the ice?
Polar bear	
Seal	
Walrus	
An animal of your choice...	
An animal of your choice...	

RESOURCE 5A

