

Divers of the Deep Sea

by Marianne Morrison

Overview

This book looks at our oceans and the divers who explore the deep waters. It describes the equipment divers use and wear to go far below the surface of the ocean.

Literacy Focus

High Frequency Words

coast, deep, highest, people, report, weight

Content Words

ocean, explored, surface, zone, helmet, Aqua-Lung, scuba, water pressure, bathysphere, bathyscaphe, submarine, submersible

Word Attack and Vocabulary Skills

- Identifying root words
- Identifying words with double consonants
- Decoding compound words

Comprehension/Thinking Skills

- Identifying main ideas and details
- Comparing and contrasting information
- Following a sequence of events

Book Parts and Text Features

- Contents page
- Glossary
- Index
- Maps and labeled diagrams
- Eyewitness reports

Writing/Speaking and Listening

- Discussing explorers and risk taking
- Using new vocabulary related to oceans and diving
- Recording information in a sequence
- Discussing the purpose of eyewitness reports

Observe/Assess

See *Multiple-Choice Test* in the Assessment Handbook, page 60.

Social Studies Focus

Content and Thinking Skills

- Understanding that oceans are divided into zones and that different creatures live at different depths
- Recognizing that people use technology to explore
- Understanding that explorers take risks

Background Information

The ocean has long intrigued humans, but exploration of the ocean's depths has been possible only with the development of new technologies. The invention of equipment that allows divers to breathe underwater allows them to discover what lies beneath the ocean's surface.

Correlation to National Standards

- Social Studies**
- Science, Technology, and Society

See *Standards Chart* on page 142.

Literacy Focus

Set the Scene

Discuss with children the concept of exploration. Ask:

Have you ever gone exploring?

Where did you explore? Why?

Talk about why people might explore our oceans and what they might find there.

Read and Discuss

Cover, Title Page, and Contents Page

Show children the cover and read the title. Focus on the word *deep*. Discuss what the dangers of diving in deep water might be and what equipment is needed.

Talk about the chapter titles and the type of information children will find in this book.

Pages 3–5

Read the chapter title. Then focus on the world map, asking children to note the proportion of water to land on the map. Ask:

What is a zone?

Discuss the word's meaning in relation to the four ocean zones. Ask children to name and describe any ocean creatures they know about and list them on the board.

Pages 6–13

Read the chapter and discuss the different types of equipment. Ask children to explain the purpose of each piece. Focus on the eyewitness reports. Point out how the writing changes to give more detail about each person's dive. Ask children to summarize the role of each person in the exploration of the ocean.

Pages 14–21

Continue the strategies outlined for the previous pages. Discuss the people involved and the risks that they took. Invite children to look at the equipment and how it developed over time. Ask them to describe what they think the depths of the ocean would look like. List all the descriptive words.

Page 22

Read the time line of events. Encourage children to see the progress that has been made in exploring the ocean.

Respond

- Point out that the root word *aqua* means "water." Have children find words with the root *aqua*. Record on a chart.

- Have children find words with double consonants in the text. List them on the board. Have children circle the double consonants in each.

○ copper	○ bubbles	○
bottom	pressure	
collect	possible	

- Remind children that two words joined together make a compound word. Write compound words from the book on a chart: *faceplate*, *parrotfish*, *underwater*, and so on. Have children divide them into two words.

BLM Defining Key Words Activity Master, page 24

Ask children to use key content words in sentences on the Activity Master, page 24, to show the words' meanings.

BLM Meeting Individual Needs

For specific teaching strategies for meeting individual needs, see pages 134–139.

Social Studies Focus

Social Studies Concept

An understanding of inventions happening over time is developed. It reinforces the idea that the inventions were created as a result of specific needs.

Activities

Time Line

Have children draw a time line of the inventions they read about.

Demonstrate how to record the information and explain it with diagrams.

Further Research

Ask children to choose one of the ventures described in the book. Have them find more information to make a poster.

Class Mural

Assign pairs one or more of the pieces of equipment described in

the book. Have them draw the equipment, cut out their drawings, and display them in a class mural with labels.

BLM Understanding the Zones Activity Master, page 25

Ask children to use the Activity Master, page 25, to illustrate each ocean zone and its creatures.

Name _____

Divers of the Deep Sea

Look at these words from the book. Use each one in a sentence to show its meaning.

diving helmet

Aqua-Lung

water pressure

bathysphere

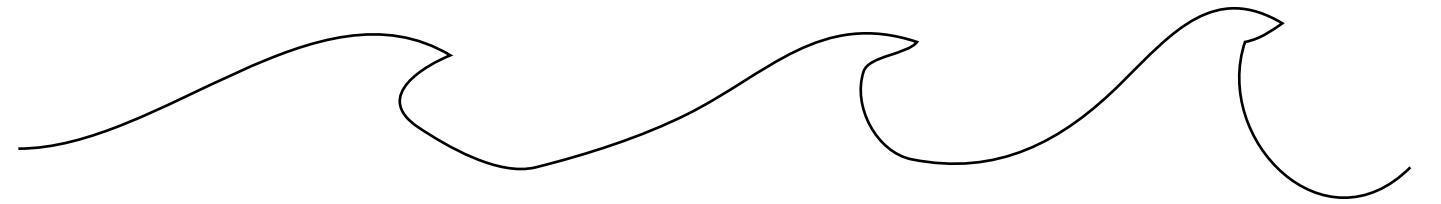
submersible

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Name _____

Divers of the Deep Sea

Use a different color to shade each ocean zone. Then draw some creatures that live in each zone.



Sunlight Zone

Twilight Zone

Midnight Zone

Trench Zone

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