JELLYSCHOOL

# OCEAN WONDERS

## Secrets of the Deep

## 저자의 말

안녕하세요. 맛있는 영어 젤리스쿨입니다.

타 교육업체들이 자체교재들을 제작하고 있다고 할 때, “시중에 좋은 교재가 많은데 왜 만들어?” 라는 생각을 했습니다.

하지만 시중 교재로 수업을 하기에는 부족한 부분이 계속 보이더라고요. 특정 교재는 양이 너무 적기도 했고요.

그래서 스피킹에 가장 적합한 포맷으로 1차적으로 20여종의 교재를 직접 만들게 되었습니다.

2024년 9월에 출시한 20종의 교재는 모두 그림묘사를 활용하여, 학생의 수준에 맞춘 수업이 가능한 교재니, 많은 관심 부탁 드립니다.

## 젤리스쿨 소개

젤리스쿨은 영유재학생, 졸업생들의 눈높이에 맞는 화상영어수업 제공을 위해 2022년 설립된 프리토킹에듀에서 런칭한 프리미엄 교육브랜드로 미국, 남아공 등 영미권 원어민 강사들로만 수업을 제공하고 있습니다.

온라인으로만 진행하는 화상영어의 틀에서 벗어나, 2024년 여름 국내영어캠프를 시작으로, 오프라인 행사를 지속적으로 진행하고 있으며, 화상영어 사업 이외에도, 출판, 영상제작, 온라인스쿨등의 교육과 관련된 사업을 추진하고 있습니다.

JELLYSCHOOL

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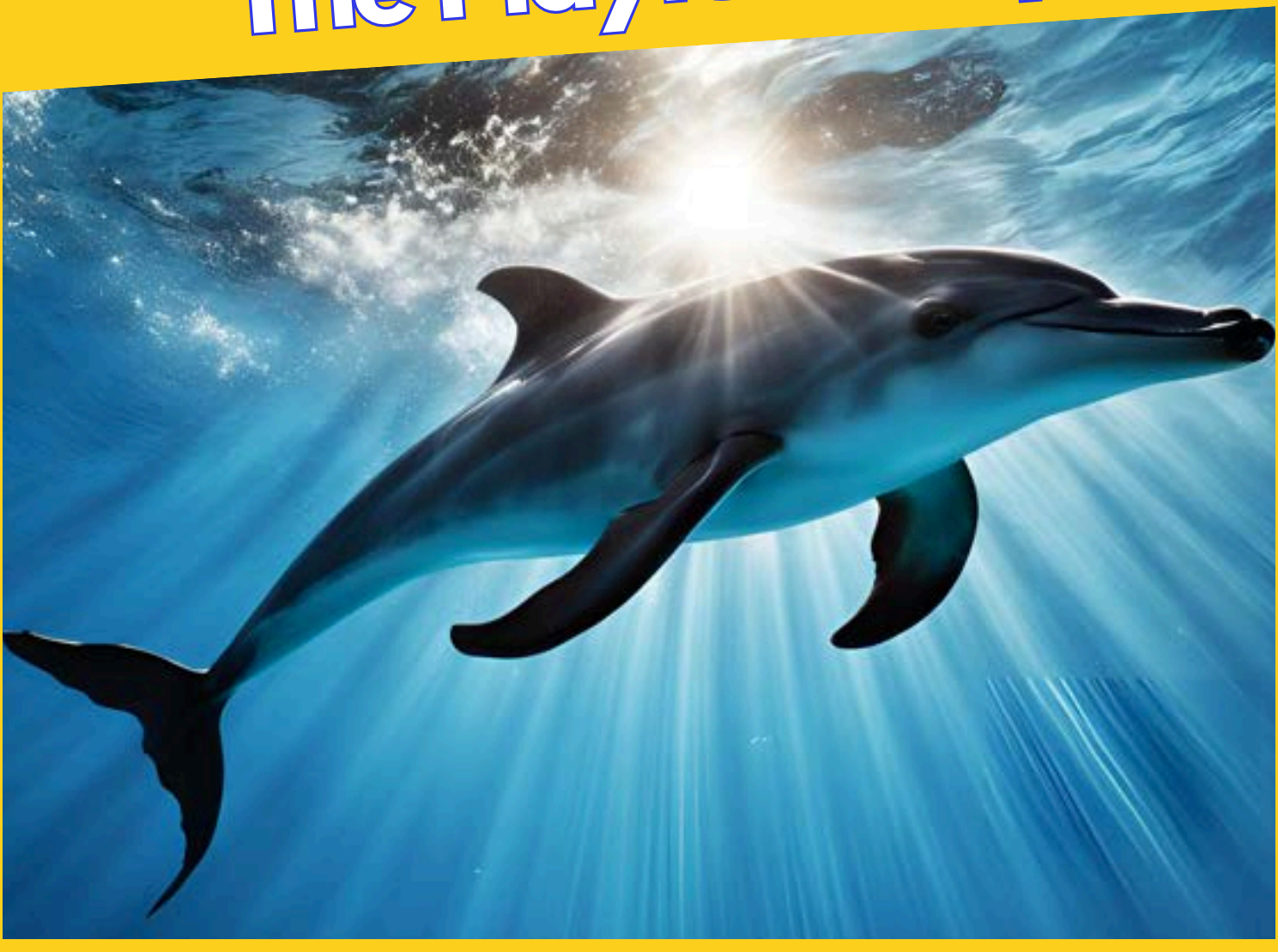
# Dolphins

## The Playful Jumpers



# Unit 1: Dolphins – The Playful Jumpers

Dolphins are smart and friendly animals that live in the ocean. They are known for being playful and having interesting ways to communicate with each other. Dolphins use sounds like whistles and clicks, and they also use their bodies to talk. They can find their way and catch food by using a special skill called echolocation.

Dolphins live in groups called pods, where they make strong friendships, especially between mothers and their baby dolphins, called calves. They are so clever that they even use tools, like sponges, to help them find food safely.

But dolphins face many dangers, like pollution and fishing, which can harm them and their homes. That's why it's important to help protect these amazing animals and their ocean environments.

# Activity 1: Let's Check

## Instructions

Based on the passage about dolphins, answer the following questions. Use complete sentences and include details from the text to support your answers.

1. What are dolphins known for?
2. How do dolphins communicate with each other?
3. What do dolphins use echolocation for?
4. What are some threats that dolphins face in the wild?

# Activity 2: Learn The Words

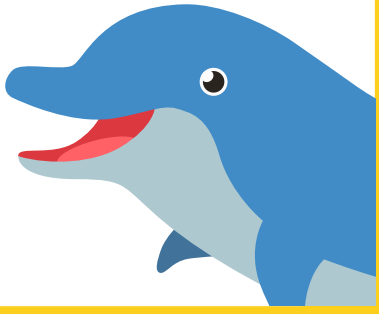
## Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| pod | a sound dolphins make to communicate |
| click | to jump high |
| squid | a group of dolphins swimming together |
| leap | a sea creature that dolphins love to eat |

**Directions:** Use each word in a sentence to show you understand its meaning.

**The ocean is so big, and I love swimming in it!**



# Vocabulary AR. 1.5:

**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

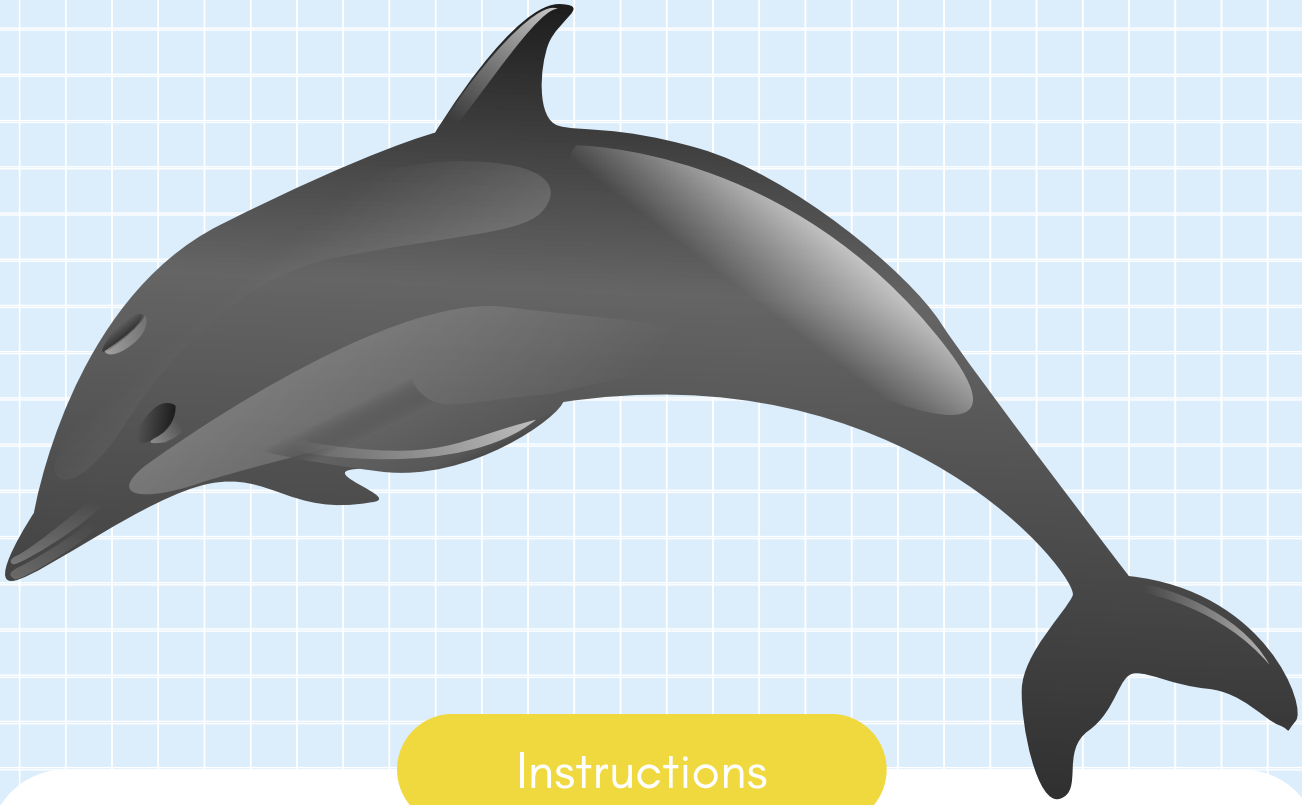
## Key Vocabulary:

- **echolocation** – a special skill dolphins use to find their way and catch food using sound waves
- **pod** – a group of dolphins that live and travel together.
- **calves** – baby dolphins
- **communication** – the way dolphins share information using sounds and body movements
- **tool** – an object used to help with a task, like a sponge for finding food

**Homework:** Think of another animal that uses echolocation or tools. Describe how they use it.

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.



## Instructions

- Imagine that you have turned into a dolphin for one day.
- Write down three things you would do as a dolphin. Think about where you would go, what you would explore, or what fun activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and try to explain why you chose those activities.

2

# Sharks

## The Predators of the Sea

# Unit 2: Sharks – The Predators of the Sea

Sharks are very old creatures that have been around for over 400 million years, even before dinosaurs. They are known for their amazing ability to grow new teeth.

A shark can lose and grow thousands of teeth in its lifetime. This happens because sharks have many rows of teeth, and when one tooth falls out, another moves forward to take its place. Some sharks can lose up to 30,000 teeth or more in their life.

There are many types of sharks, and each one is suited for different places, from deep oceans to shallow coasts. Even though sharks can seem scary, many types are important for keeping the ocean's balance.

# Activity 1: Let's Check

## Instructions

Read the passage carefully and answer the following questions. Use complete sentences and be sure to include details from the text to support your answers.

1. How long have sharks been around?
2. How many teeth can some sharks lose during their lifetime?
3. How do sharks replace their teeth?
4. Why are sharks important for marine ecosystems?

# Activity 2: Learn the Words

## Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

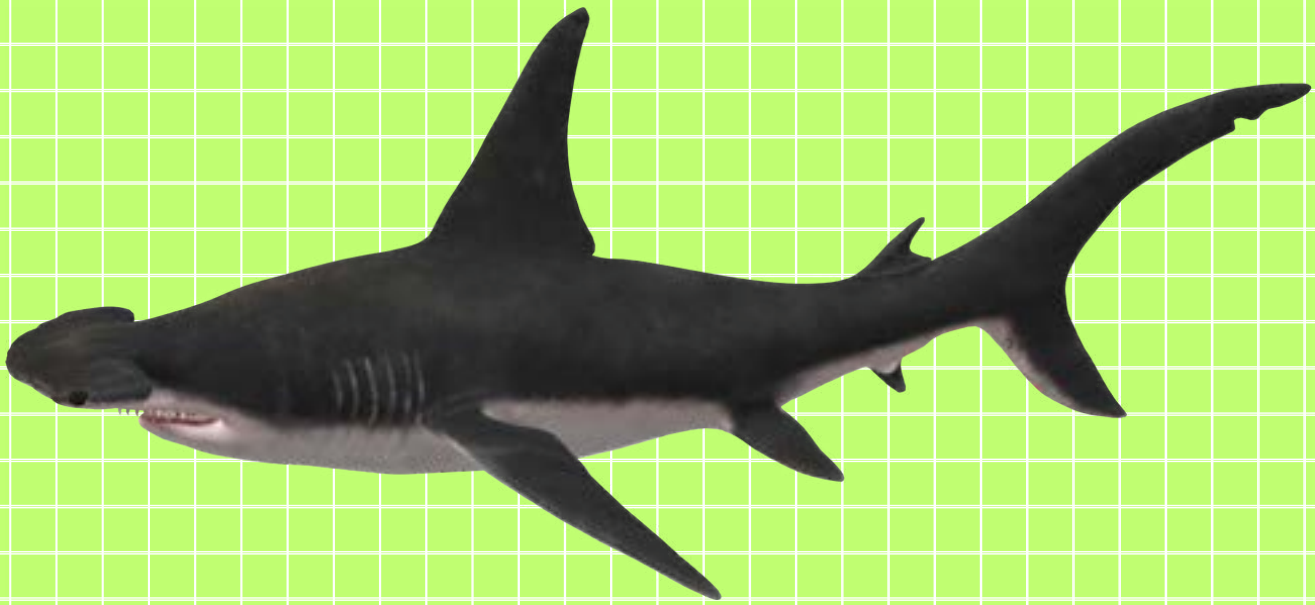
| | |
|---|---|
| reef | an animal that hunts and eats other animals |
| teeth | a structure in the ocean where small fish live |
| predator | to notice or sense something |
| detect | hard parts in the mouth used for biting |

**Directions:** Use each word in a sentence to show you understand its meaning.

**I love hunting smaller fish! Rawr**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.



## Instructions

- Imagine that you have turned into a shark for one day.
- Write down three things you would do as a shark. Think about where you would go, what you would explore, or what exciting activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and explain why you chose those activities!

# Vocabulary AR. 1.5:

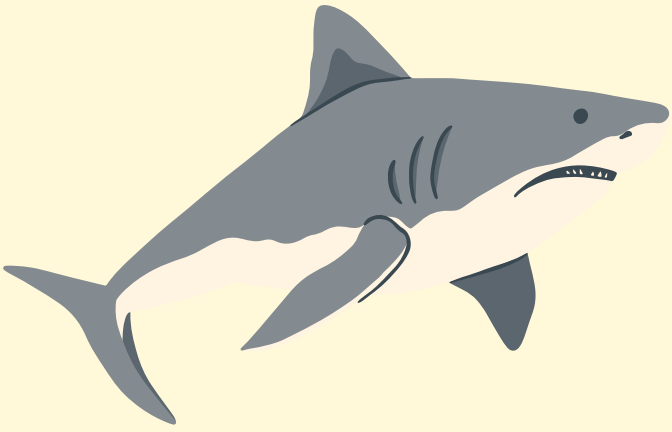
**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabulary:

- **reef** – a structure in the ocean made of rock or coral, often home to many sea animals and plants
- **teeth** – hard, white parts in the mouth used for biting, chewing, and eating food
- **predator** – an animal that hunts and eats other animals
- **detect** – to notice or discover something, often by using your senses

**Homework:**

Imagine you are a shark swimming near a reef. How would you use your teeth and ability to detect movement to catch food?



3

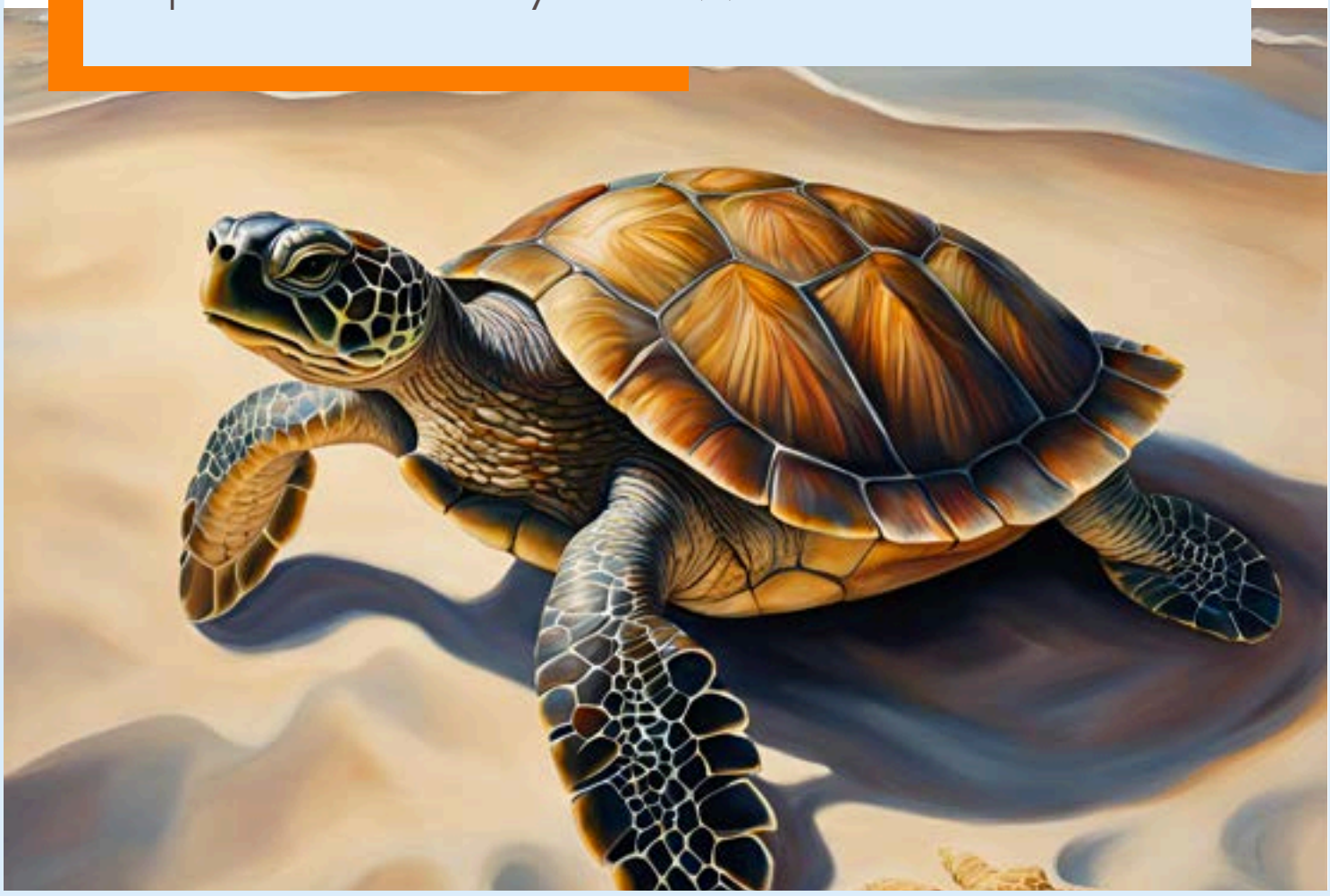
# Turtles

## The Gentle Gliders

# Unit 3: Turtles– The Gentle Gliders

Sea turtles are ancient reptiles that have lived for over 100 million years. There are seven types, found in oceans all over the world. They are known for traveling long distances and laying eggs on sandy beaches.

Sea turtles help keep the ocean healthy by eating seagrass. But, they are at risk from losing their homes, pollution, and getting caught in fishing nets. It is important to protect them so they can survive.



# Activity 1: Let's Check

## Instructions

Read the passage carefully and answer the following questions. Use complete sentences and be sure to include details from the text to support your answers.

1. How long have sea turtles been around?
2. How many types of sea turtles are there?
3. What do sea turtles help maintain in the ocean?
4. What are some threats that sea turtles face?

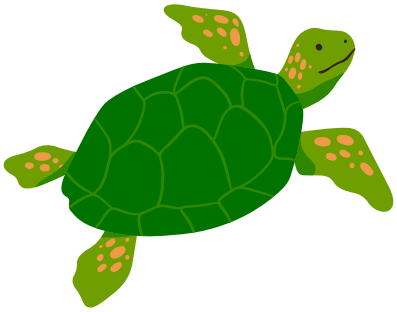
# Activity 2: Learn the Words

**Instructions**

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| shell | to break out of an egg |
| flippers | to move smoothly and quietly |
| glide | the flat limbs of sea creatures used for swimming |
| hatch | the hard covering that protects turtles |

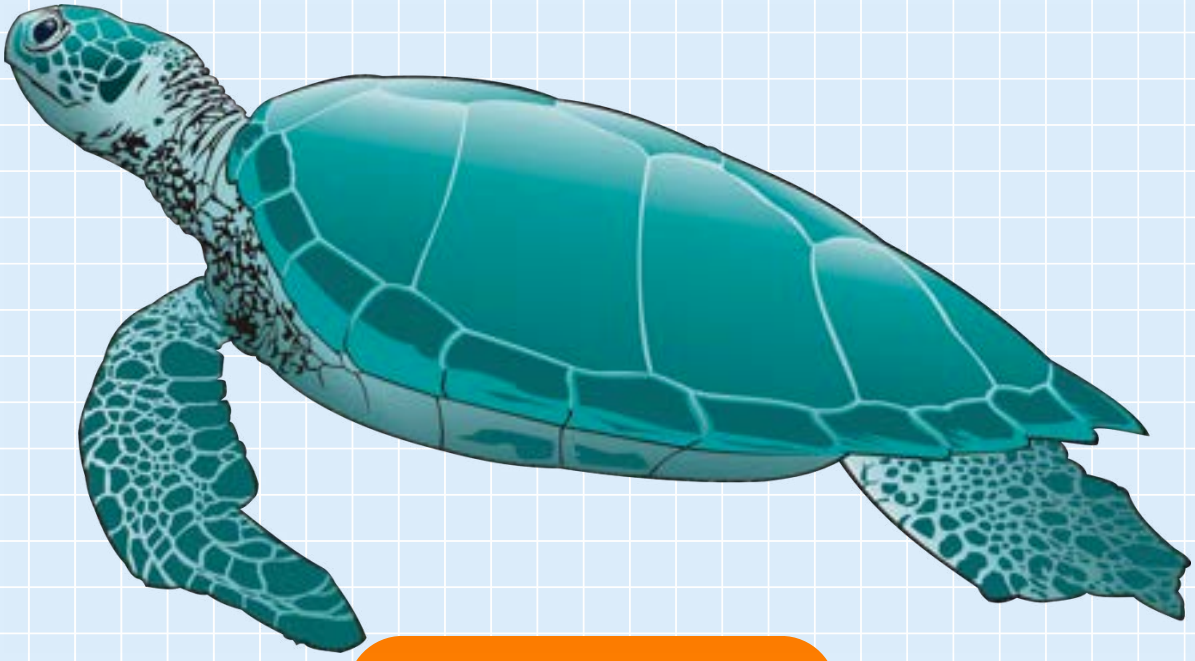
**Directions:** Use each word in a sentence to show you understand its meaning.



**Why rush? I've got 100 years to get to the beach!**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.



## Instructions

- Imagine that you have turned into a turtle for one day.
- Write down three things you would do as a turtle. Think about where you would go, what you would explore, or what exciting activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and explain why you chose those activities!

# Vocabulary AR. 1.5:

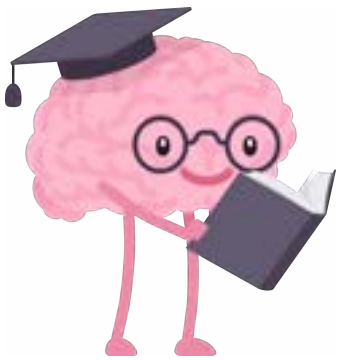
**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

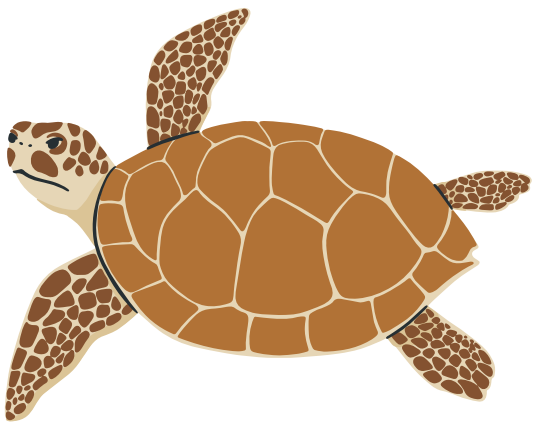
## Key Vocabularies

- **shell** - a hard, protective outer covering of some animals, like turtles and snails
- **flippers** - broad, flat limbs that some animals, like turtles, use for swimming
- **glide** - to move smoothly and quietly, often through the air or water, with little effort
- **hatch** - to break open from an egg and come out as a baby animal

**Homework:**

Think of another animal that has a shell or flippers. How do they use it?





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# Octopuses

## The Ocean's Geniuses

# Unit 4: Octopuses– The Ocean's Geniuses

Octopuses are smart sea animals that can solve problems and escape tricky situations. They have a great memory and can even recognize people. In labs, they open jars and solve puzzles, showing how clever they are.

Octopuses can also change color and texture to hide from predators. Since they have no bones, they can squeeze through tiny spaces.

Their amazing skills make them one of the most interesting ocean creatures. However, they are at risk from overfishing and losing their homes, so protecting them is important.

# Activity 1: Let's Check

## Instructions

Read the passage carefully and answer the following questions. Use complete sentences and be sure to include details from the text to support your answers.

1. What special skill helps octopuses hide from predators?
2. Why can octopuses squeeze through tiny spaces?
3. How do octopuses show they are smart?
4. Why do octopuses need protection?

# Activity 2: Learn the Words

**Instructions**

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| tentacle | an animal that hunts and eats other animals |
| disguise | a round part on an octopus's arm that sticks to surfaces |
| suction cup | a long, flexible arm |
| predator | to hide by changing appearance |

**Directions:** Use each word in a sentence to show you understand its meaning.

**I have eight arms, but I still can't find my keys!**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.

## Instructions

- Imagine that you have turned into an octopus for one day.
- Write down three things you would do as an octopus. Think about where you would go, what you would explore, or what exciting activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and explain why you chose those activities!

# Vocabulary AR. 1.5:

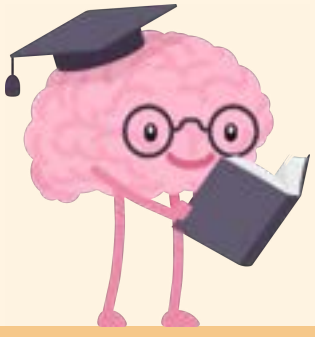
**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabularies

- **tentacle** - a long, flexible body part that some sea animals use for grabbing food or moving
- **disguise** - a way of changing how something looks to stay hidden or trick others
- **suction cup** - a round, sticky part that helps some sea animals, like octopuses, grab onto things
- **predator** - an animal that hunts and eats other animals for food

**Homework:**

Imagine you are an octopus and come across a hidden treasure chest at the bottom of the ocean. How will you use your octopus abilities to open the chest?



5

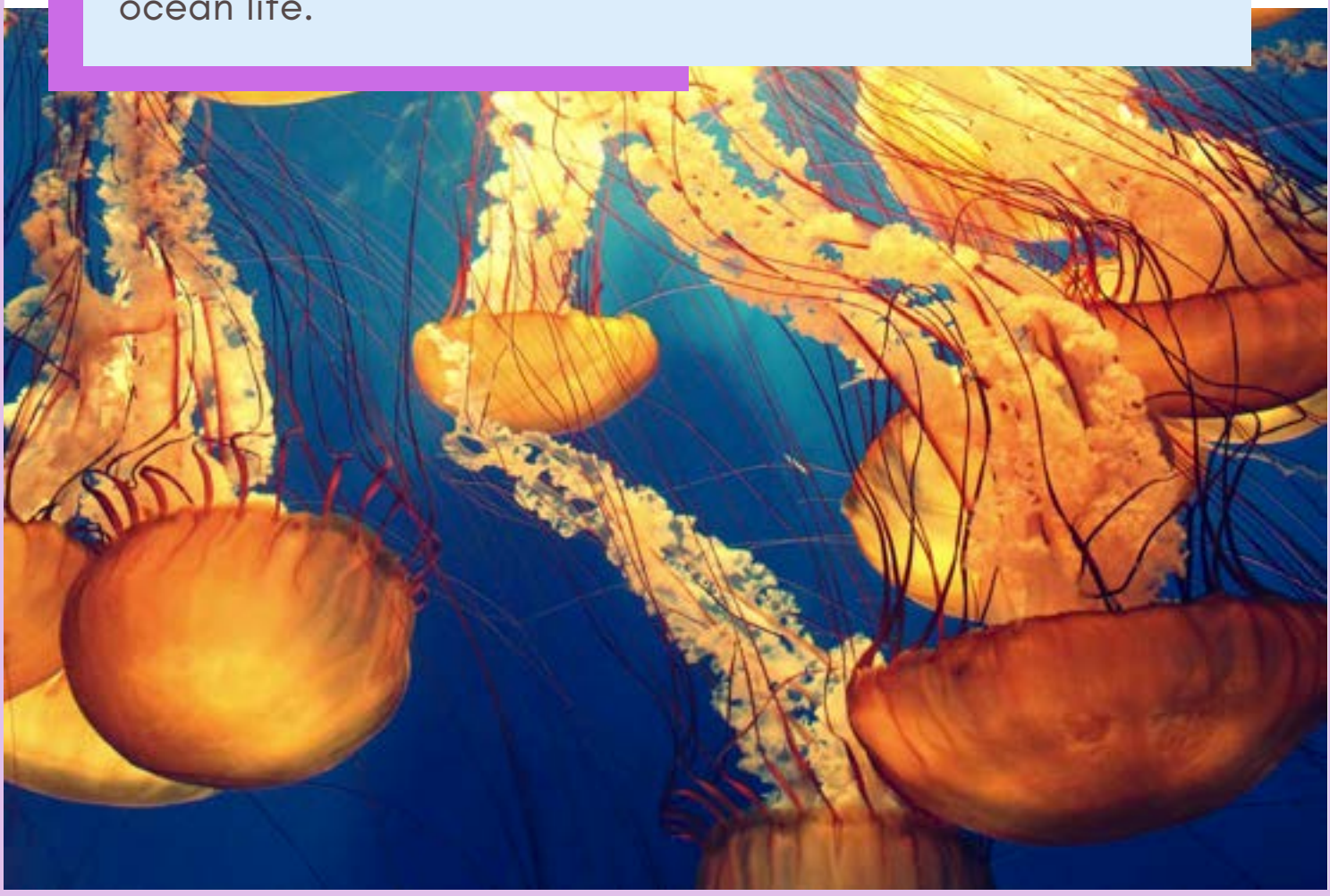
# Jellyfish

## The Floating Lights

# Unit 5: Jellyfish– The Floating Lights

Jellyfish are ancient sea creatures with soft, umbrella-shaped bodies that float in the ocean. They vary in size from tiny to over 6 feet wide and some have stinging tentacles to catch food or protect themselves.

Despite lacking a brain or heart, they sense their surroundings and move with ocean currents. Jellyfish are important in marine ecosystems, but large blooms, often caused by overfishing and climate change, can disrupt ocean life.



# Activity 1: Let's Check

## Instructions

Read the passage carefully and answer the following questions. Use complete sentences and be sure to include details from the text to support your answers.

1. What shape are jellyfish bodies?
2. How do jellyfish catch their food or defend themselves?
3. Do jellyfish have a brain or heart?
4. What can cause large blooms of jellyfish to disrupt ocean life?

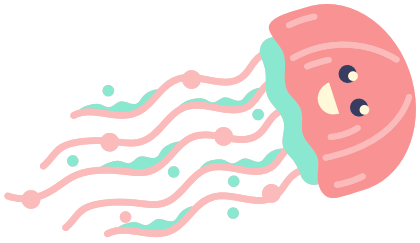
# Activity 2: Learn the Words

## Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| pulsing | to shine with light |
| tentacle | moving with a gentle, rhythmic motion |
| glow | a long, flexible arm |
| current | the flow of water in the ocean |

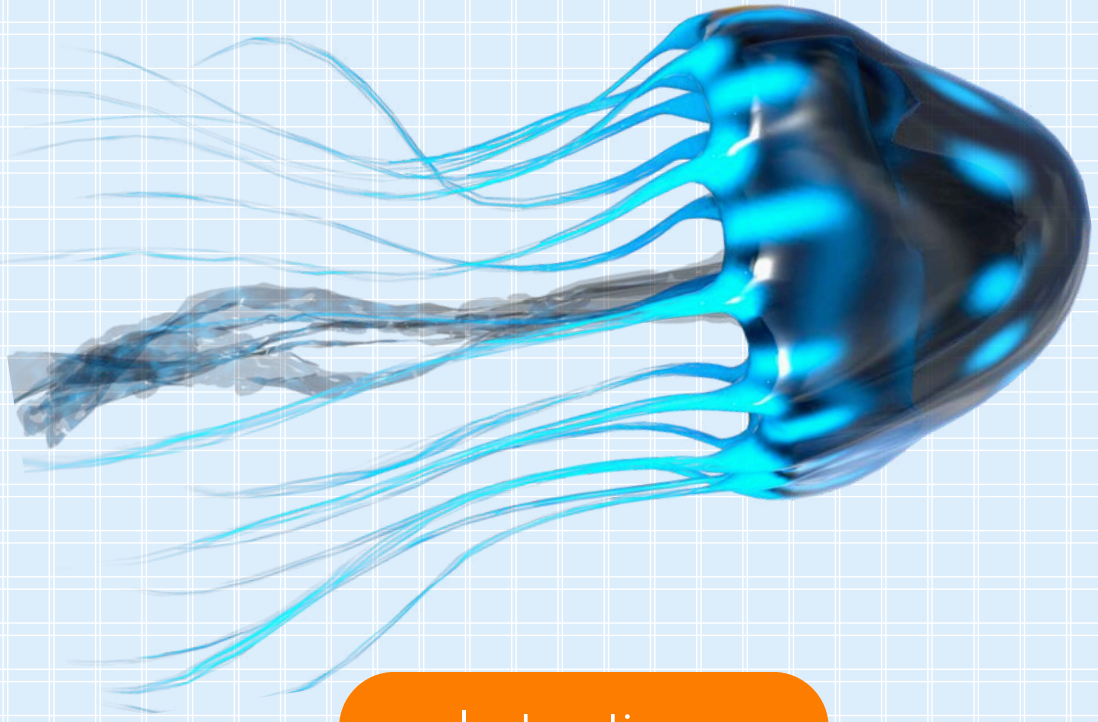
**Directions:** Use each word in a sentence to show you understand its meaning.



**I may be squishy, but I'm a glowing wonder of the sea!**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.



## Instructions

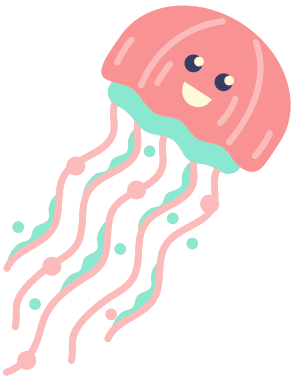
- Imagine that you have turned into a jellyfish for one day.
- Write down three things you would do as a jellyfish. Think about where you would go, what you would explore, or what exciting activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and explain why you chose those activities!

# Vocabulary AR.1.5

## Key Vocabulay

- **pulsing** – moving in a steady rhythm, like a heartbeat or jellyfish swimming
- **tentacle** – a long, thin body part that some sea animals use to catch food or protect themselves
- **glow** – to give off a soft light, like some jellyfish in the dark
- **currents** – the movement of water in the ocean

**Homework:** At home, find something that glows in the dark (like a glow stick or glow-in-the-dark stickers).

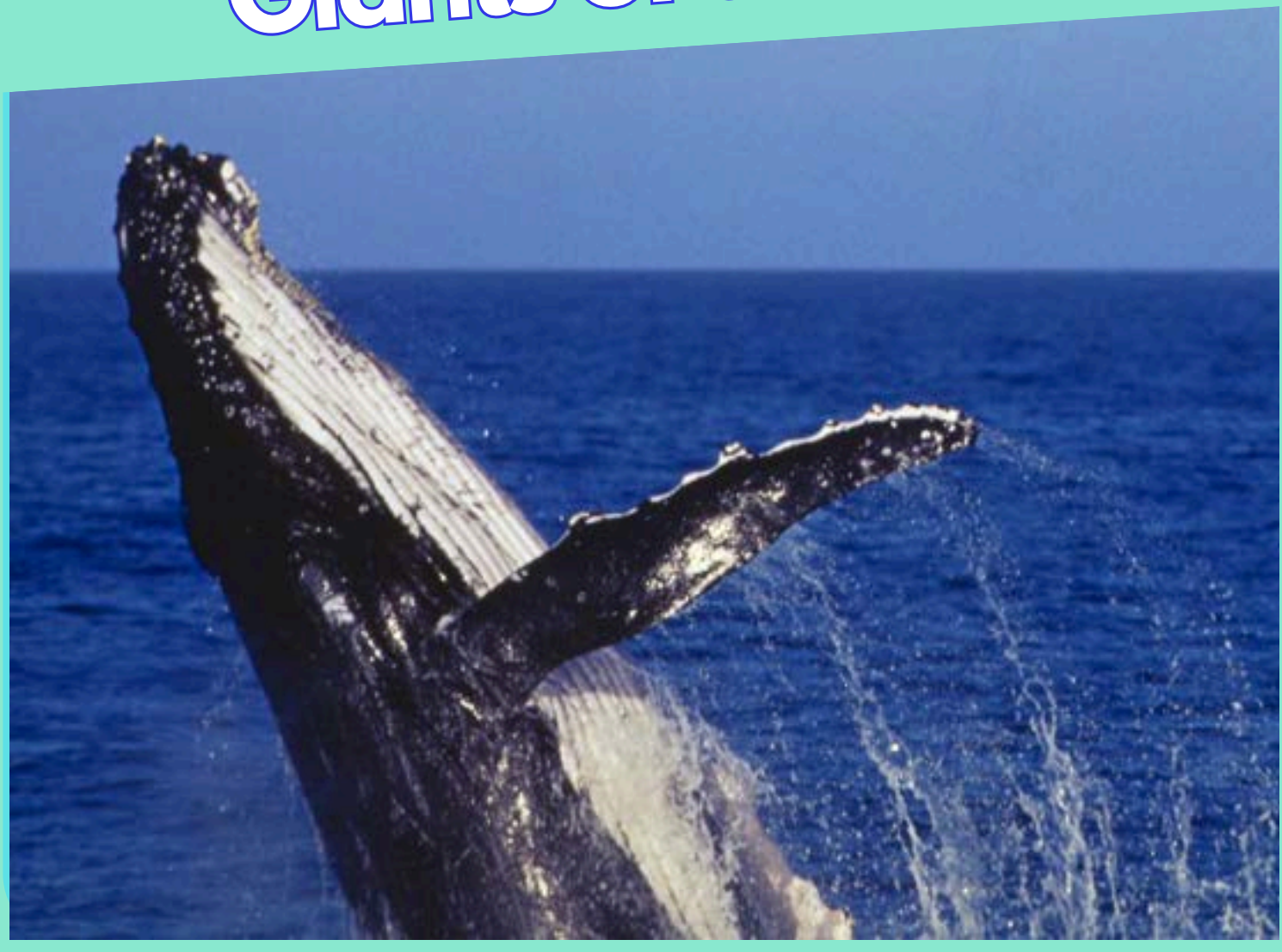


Observe how it glows and write how it reminds you of a jellyfish!

6

# Whales

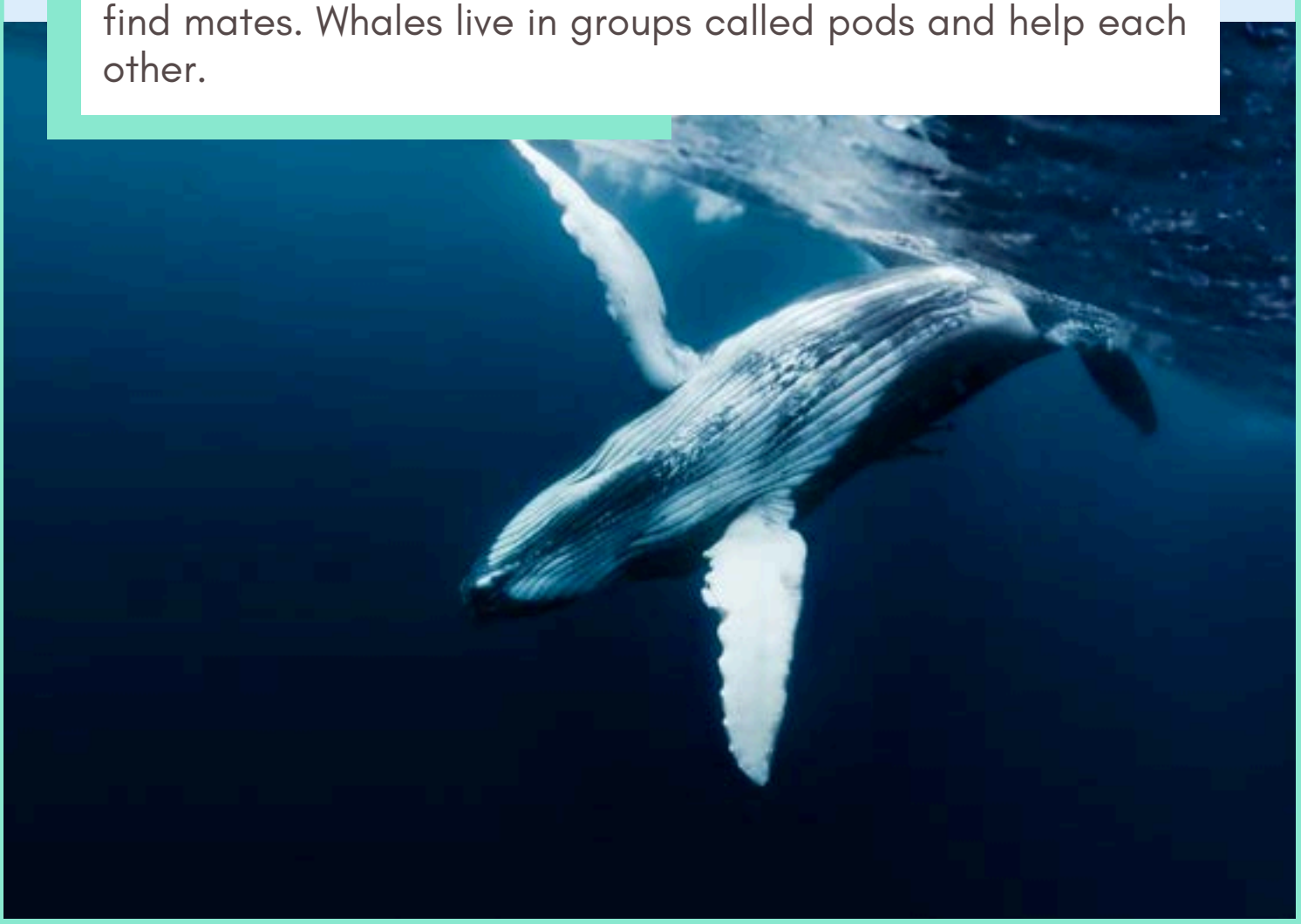
## Giants of the Ocean



# Unit 1: Whales- Giants of the Ocean

Whales are the largest animals on Earth. Blue whales can grow up to 100 feet long and weigh 200 tons. There are two types of whales: toothed whales, like orcas, that use echolocation, and baleen whales, like humpbacks, that filter small sea creatures from the water.

Humpback whales are famous for their songs that can travel for miles. They use these songs to communicate or find mates. Whales live in groups called pods and help each other.



# Activity 1: Let's Check

## Instructions

Based on the passage about whales, answer the following questions. Use complete sentences and include details from the text to support your answers.

1. What are the two main types  of whales ?
2. How do humpback whales use their songs??
3. Why is it important to protect whales?
4. How do blue whales compare in size to other whales?

# Activity 2: Learn The Words

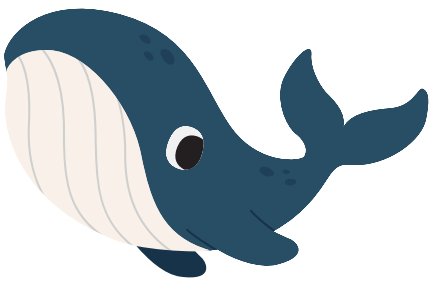
Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| song | the opening on a whale's head used for breathing |
| mammal | tiny shrimp-like creatures that some whales eat |
| krill | a sound made by humpback whales to communicate |
| blowhole | an animal that breathes air and gives birth to live young |

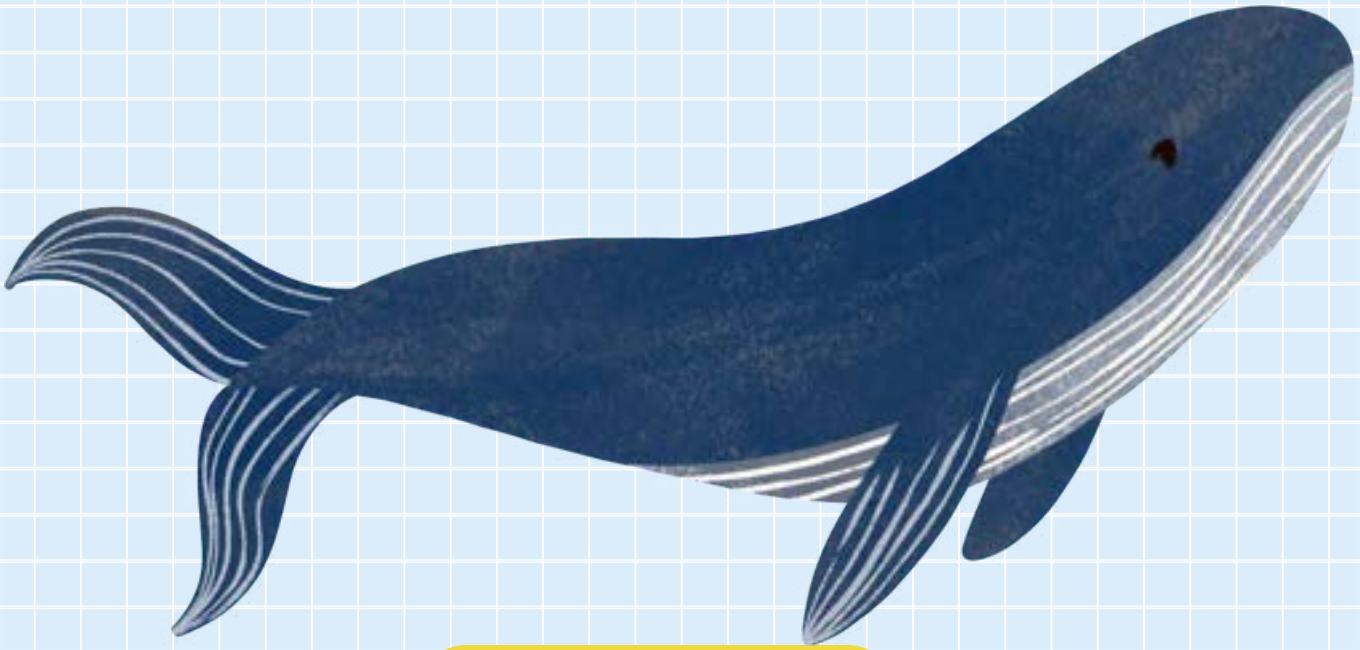
**Directions:** Use each word in a sentence to show you understand its meaning.

**I'm friendly, but don't worry, I'm not dangerous!**



# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.



## Instructions

- Imagine that you have turned into a whale for one day.
- Write down three things you would do as a whale. Think about where you would go, what you would explore, or what fun activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and try to explain why you chose those activities.

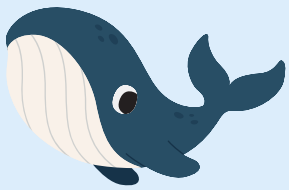
# Vocabulary AR. 2.0-2.9:

**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabularies

- **song** – a series of sounds made by animals, like whales, to communicate
- **mammal** – a warm-blooded animal that has hair or fur and feeds its babies with milk
- **krill** – tiny shrimp-like animals that many ocean creatures, like whales, eat
- **blowhole** – the opening on top of a whale's head used for breathing

**Homework:** Fun Whale Riddle!
I'm a mammal that swims and sings,
I eat tiny krill with ocean wings.
I breathe through my blowhole up high,
I sing a song to the whales that pass by.
What am I? _____



7

# Starfish

## The Ocean's Shiny Stars

# Unit 7: The Ocean's Shiny Stars

Starfish, or sea stars, can regrow lost arms and sometimes even grow into a new starfish if part of their central disk is intact. They don't have a brain but move and sense their environment using a nerve system and tiny tube feet.

Starfish are carnivores, eating mollusks by digesting them outside their bodies. There are over 2,000 species, varying in shape and size, with some having up to 40 arms. While they help balance marine ecosystems, some, like the crown-of-thorns starfish, can harm coral reefs.

# Activity 1: Let's Check

## Instructions

Read the passage carefully and answer the following questions. Use complete sentences and be sure to include details from the text to support your answers.

1. How do starfish regrow lost arms?
2. What system do starfish use to move and sense their environment?
3. How do starfish eat their prey?
4. Why can the crown-of-thorns starfish be harmful to coral reefs?

**Fun Fact:** Starfish have no brain, but they can sense light and taste with their arms!

# Activity 2: Learn the Words

## Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

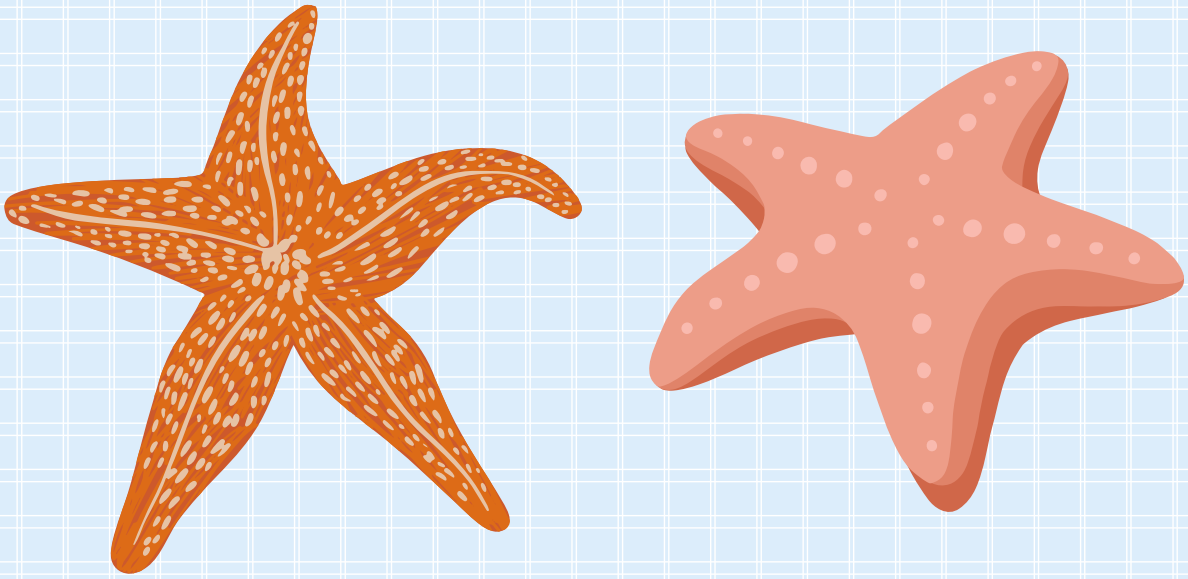
| | |
|---|---|
| re-grow | a limb of the starfish |
| ocean floor | the hard covering of clams and mussels |
| arm | to grow back something that was lost |
| shell | the bottom of the ocean |

**Directions:** Use each word in a sentence to show you understand its meaning.

**I may not have a brain, but I've got plenty of arms to help me!**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.



## Instructions

- Imagine that you have turned into a starfish for one day.
- Write down three things you would do as a starfish. Think about where you would go, what you would explore, or what exciting activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and explain why you chose those activities!

# Vocabulary AR. 1.5:

**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabularies

- **re-grow** – to grow back something that was lost or broken
- **ocean floor** – the very bottom of the ocean, where some deep-sea animals live
- **arm** – a long, flexible body part used for moving or catching food, like an octopus's arm
- **shell** – a hard outer covering that protects some sea animals, like crabs and sea turtles

**Homework:** Imagine you are a starfish who lost an arm but has the superpower to re-grow it! Write a short story about your adventure. Use all four vocabulary words in your story!

8

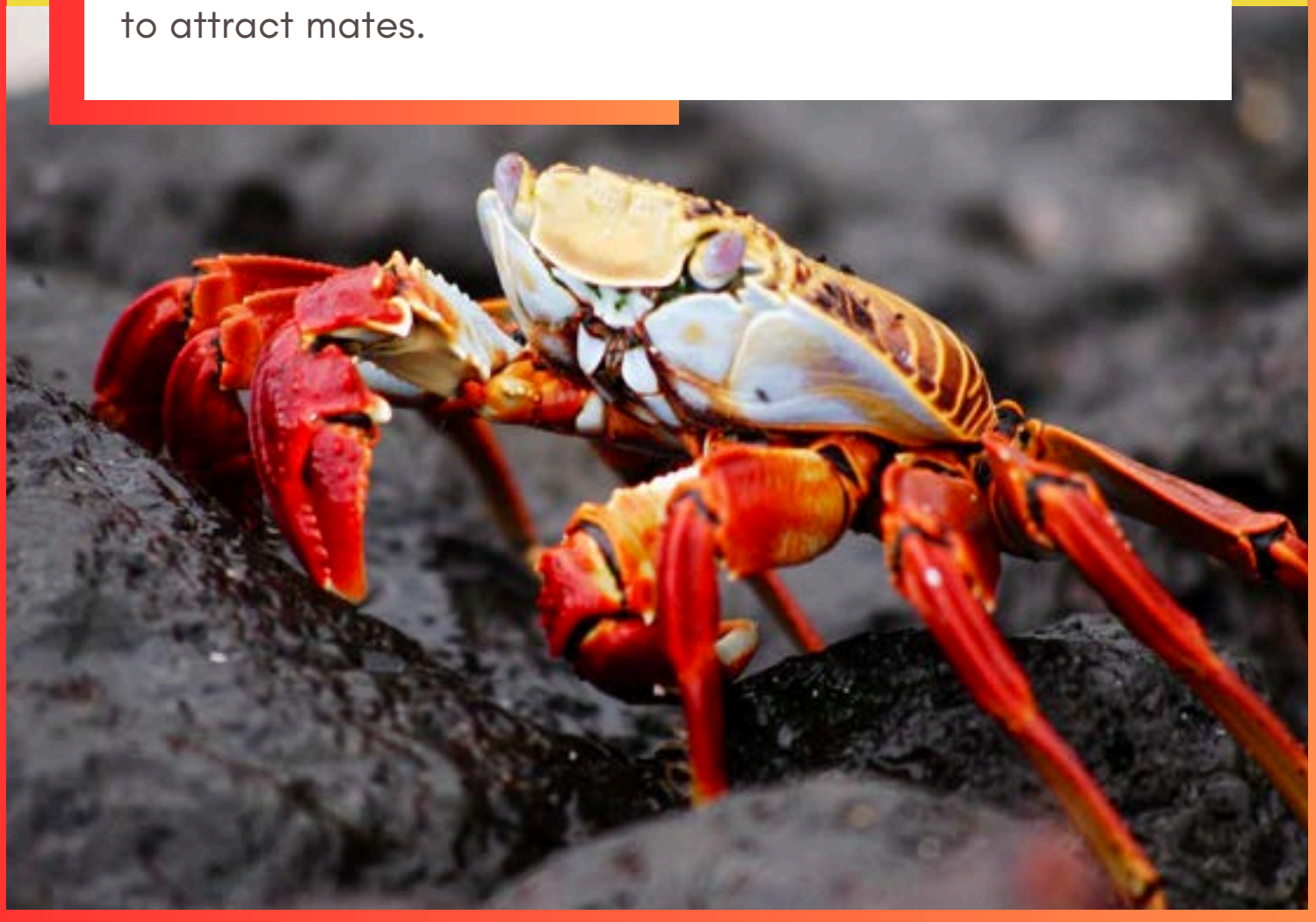
# Crabs

## The Sidewalkers

# Unit 8: Crabs- The Sidewalkers

Crabs are animals known for walking sideways, thanks to their leg structure. They have strong pincers for defense, catching food, and communication.

Crabs live in oceans, freshwater, and on land, and eat both plants and animals. Many species have hard shells that they shed as they grow. Crabs help recycle nutrients in ecosystems, and some, like fiddler crabs, wave their claws to attract mates.



# Activity 1: Let's Check

## Instructions

Based on the passage about crabs, answer the following questions. Use complete sentences and include details from the text to support your answers.

1. Why do crabs walk sideways?
2. What are some of the main uses of a crab's pincers?
3. Where do crabs live, and what do they eat?
4. How do crabs contribute to ecosystems?

# Activity 2: Learn The Words

Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| pincer | crabs move this way |
| burrow | a crab's claw |
| sideways | a sea creature with a hard shell |
| crustacean | to dig into the sand |

**Directions:** Use each word in a sentence to show you understand its meaning.

**I'm a little crabby, but I'll still pinch a smile!**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.

## Instructions

- Imagine that you have turned into a crab for one day.
- Write down three things you would do as a crab. Think about where you would go, what you would explore, or what fun activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and try to explain why you chose those activities.

# Vocabulary AR. 1.5:

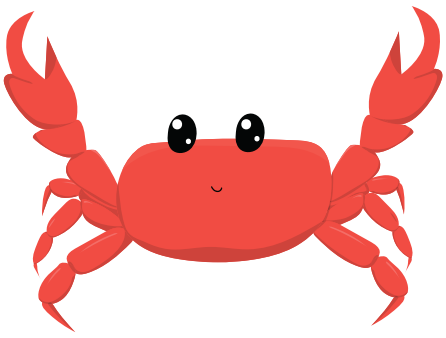
**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabularies

- **pincer**- a tool or part of an animal that is shaped like a claw, used for grabbing or holding things
- **burrow**- a hole or tunnel dug into the ground by an animal, usually for shelter or protection
- **sideways**- in a direction that is to the left or right, not forward or backward
- **crustacean**- a type of animal that has a hard shell and lives in water or on land

**Homework:**

Try walking sideways like a crab! How did it feel? Write one sentence about it:



9

# Seahorses

## Tiny and Unique

# Unit 8: Seahorses- Tiny and Unique

Seahorses are small fish known for their upright swimming and horse-like appearance. They have bony plates instead of scales and use their prehensile tails to anchor to seagrass and coral.

Slow swimmers, they rely on tiny fins for movement. Male seahorses carry eggs in a brood pouch and give birth to babies. They feed on plankton and small crustaceans using their tube-like snouts. Found in tropical and temperate waters, they camouflage but face threats from habitat loss and overfishing

# Activity 1: Let's Check

## Instructions

Based on the passage about seahorses, answer the following questions. Use complete sentences and include details from the text to support your answers.

1. How do seahorses use their tails?
2. What makes male seahorses unique in terms of reproduction?
3. What do seahorses eat?
4. What threats do seahorses face in their environment?

# Activity 2: Learn The Words

## Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

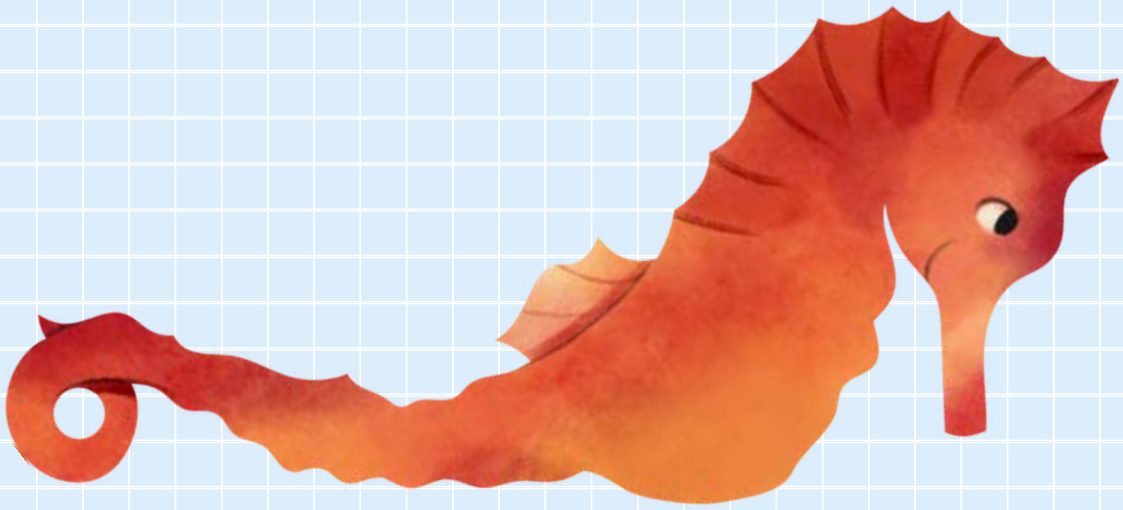
| | |
|---|---|
| pouch | seahorses live here |
| coral reef | straight up swimming |
| delicate | pocket-like part of the body |
| upright | fragile and easily broken |

**Directions:** Use each word in a sentence to show you understand its meaning.

**I may swim slow, but I'm still a superstar!**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.



## Instructions

- Imagine that you have turned into a seahorse for one day.
- Write down three things you would do as a seahorse Think about where you would go, what you would explore, or what fun activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and try to explain why you chose those activities.

# Vocabulary AR. 1.5:

**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabularies

- **pouch** – a small, flexible bag or pocket, often used to carry something
- **coral reef** – a large underwater structure made of coral, providing a home for many sea creatures
- **delicate** – something that is fragile or easily damaged
- **upright** – positioned straight up, or in a vertical position

**Homework:**

If you were an animal that needed to carry something, would you prefer a pouch or a backpack? Why?

10

# Squids

## Speedy Swimmers

# Unit 9: Squids- Speedy Swimmers

Squids are fast and flexible ocean animals with long tentacles that have suckers to catch prey. They can swim quickly using jet propulsion and squirt ink to escape danger.

Squids can also change color to blend in or communicate. They are carnivores, using sharp beaks to eat fish and crustaceans. Found all over the world, squids play an important role in marine ecosystems as both predators and prey.

# Activity 1: Let's Check

## Instructions

Based on the passage about squids, answer the following questions. Use complete sentences and include details from the text to support your answers.

1. How do squids escape from predators?
2. What role do squids play in marine ecosystems?
3. What do squids eat?
4. How can squids change color?

# Activity 2: Learn The Words

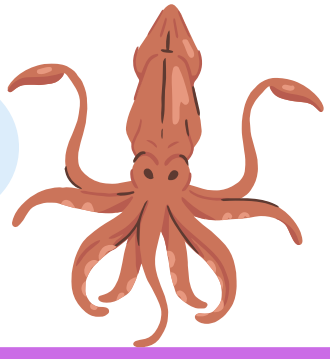
Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| ink | to get away from danger |
| tentacle | a dark liquid for protection |
| jet | to push out quickly |
| escape | long, flexible arm |

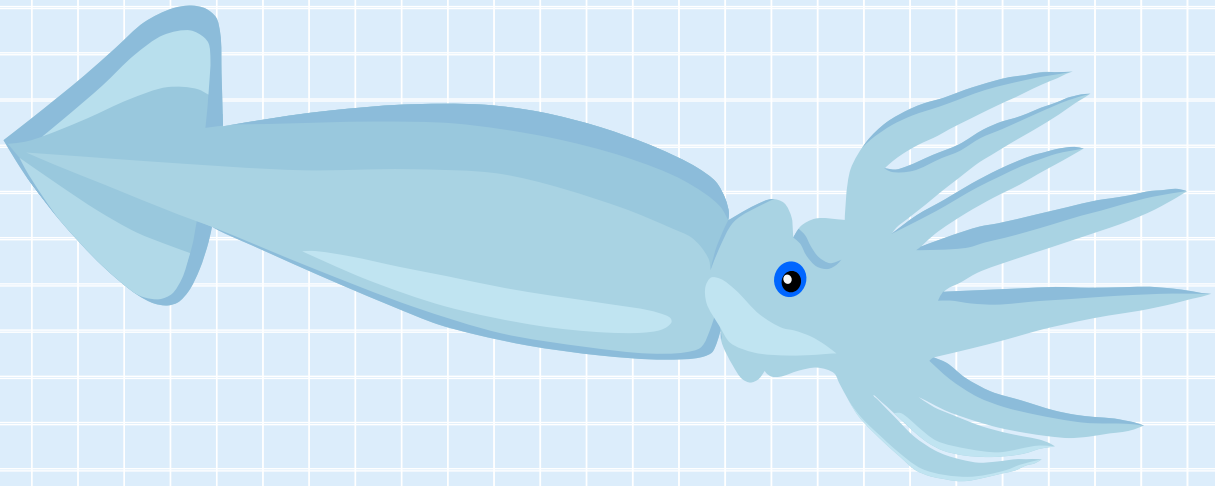
**Directions:** Use each word in a sentence to show you understand its meaning.

**Watch me change colors like a magic trick!**



# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.



## Instructions

- Imagine that you have turned into a ray for one day.
- Write down three things you would do as a ray. Think about where you would go, what you would explore, or what fun activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and try to explain why you chose those activities.

# Vocabulary AR. 1.5:

**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabularies

- **ink** – a dark fluid used by some sea creatures for defense or communication
- **tentacle** – long, flexible limbs used by animals like octopuses for movement or grabbing
- **jet** – to move quickly in a stream of water, often used by sea creatures to escape
- **escape** – to break free from danger or a trapped situation

**Homework:**

Write a short adventure story about a squid escaping from a big sea creature. Use all the words: ink, tentacle, jet, escape.

11

# Rays

## Gliding in the Blue

# Unit 11: Rays- Gliding in the Blue

Rays, like stingrays and manta rays, have flat bodies and wide, wing-like fins that let them glide through the water, almost like they're flying. They move by waving their fins in a smooth, wave-like motion.

Stingrays live on the ocean floor, while manta rays swim in open water. Their skeletons are made of lightweight cartilage, making them flexible and easy to move. Rays eat by digging in the sand for food or, in the case of manta rays, by filtering tiny food from the water. Stingrays also have venomous barbs for protection.

# Activity 1: Let's Check

## Instructions

Based on the passage about rays, answer the following questions. Use complete sentences and include details from the text to support your answers.

1. How do rays move through the water?
2. Where do stingrays and manta rays live?
3. What are rays' skeletons made of?
4. How do stingrays protect themselves?

**Fun fact:** Manta rays can have a wingspan of up to 29 feet, making them the largest rays in the ocean!

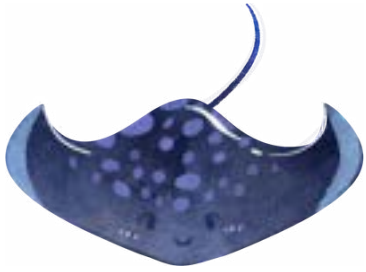
# Activity 2: Learn The Words

## Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| plankton | flat parts for swimming |
| glide | tiny sea creatures |
| fins | rays use this for defense |
| tail | moves smoothly |

**Directions:** Use each word in a sentence to show you understand its meaning.



**I glide through the water like I'm flying!**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.

## Instructions

- Imagine that you have turned into a ray for one day.
- Write down three things you would do as a ray. Think about where you would go, what you would explore, or what fun activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and try to explain why you chose those activities.

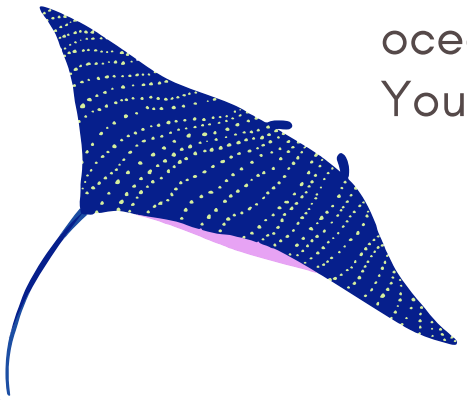
# Vocabulary AR. 1.5:

**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabularies

- **ink** - a dark fluid used by some sea creatures for defense or communication
- **glide** - to move smoothly and effortlessly through the air or water
- **fins** - flat body parts used by fish and other animals to help them swim
- **tail** - the rear part of an animal's body, often used for balance and movement

**Homework:** **Ray's Ocean Adventure!**



Draw a picture of a ray gliding through the ocean! Don't forget to add its fins and tail! You can also draw some ink behind it for fun!

12

# Corals

## The Living Reef

# Unit 12: Corals- The Living Reef

Coral reefs are colorful underwater ecosystems created by coral polyps. Known as the "rainforests of the sea," they provide food, shelter, and breeding grounds for many marine species and protect coastlines.

Reefs also support fishing, tourism, and medicine. However, they face threats like climate change, pollution, and overfishing. Conservation efforts are vital to protect these important ecosystems.

# Activity 1: Let's Check

## Instructions

Based on the passage about  corals, answer the following questions. Use complete sentences and include details from the text to support your answers.

1. What are coral reefs made of?
2. Why are coral reefs called the "rainforests of the sea?
3. What threats do coral reefs face?
4. How do coral reefs benefit humans?

# Activity 2: Learn The Words

## Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| reef | protects fish and crabs |
| polyp | built by coral polyps |
| skeleton | hard part of coral |
| shelter | tiny animal in coral |

**Directions:** Use each word in a sentence to show you understand its meaning.

**I'm the underwater home to thousands of creatures!**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.

## Instructions

- Imagine that you have turned into a corals for one day.
- Write down three things you would do as a corals. Think about where you would go, what you would explore, or what fun activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and try to explain why you chose those activities.

# Vocabulary AR. 1.5:

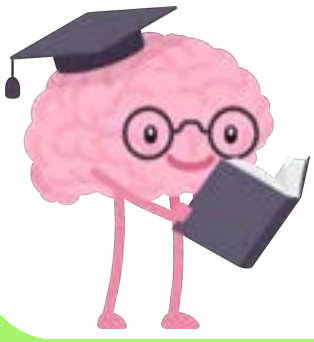
**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabularies

- **reef** - a submerged, large structure made of coral or rock that supports marine life
- **polyp** - a small, simple animal form that forms the basis of coral growth
- **skeleton** - the hard, supporting structure inside an organism's body, like bones in humans
- **shelter** - a place that provides protection and safety from the environment or predators

**Homework:**

Imagine you're a fish living in a coral reef. How would the reef and its shelter help you survive?



13

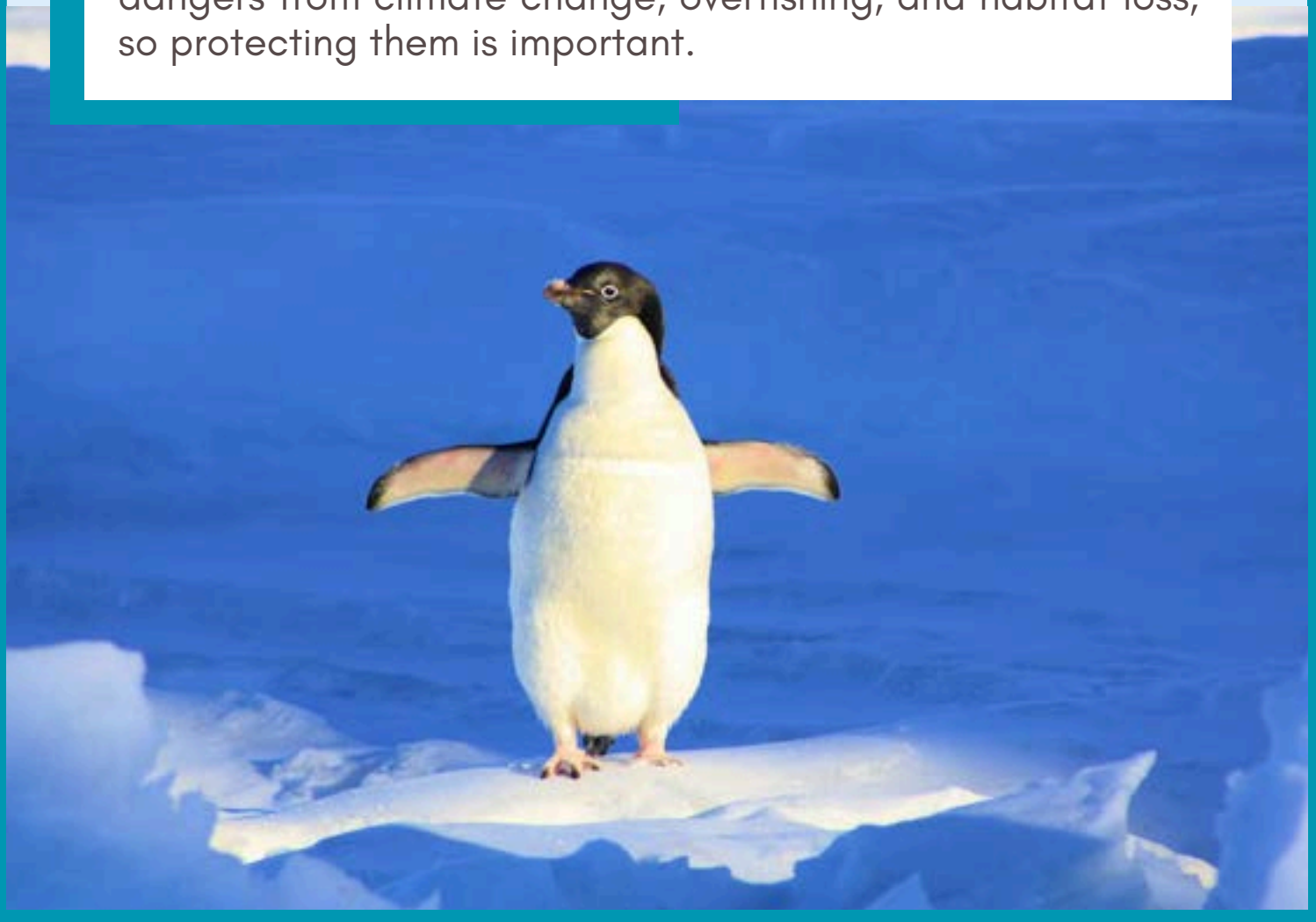
# Penguins

## Diving Birds

# Unit 13: Penguins- Diving Birds

Penguins are flightless birds built for swimming and living in cold places. Their flipper-like wings help them swim, and their waterproof feathers keep them warm. Found in the Southern Hemisphere, they hunt fish, squid, and krill.

Penguins live in colonies, use unique calls to communicate, and have interesting breeding habits, like Emperor Penguins keeping eggs on their feet to stay warm. Sadly, they face dangers from climate change, overfishing, and habitat loss, so protecting them is important.



# Activity 1: Let's Check

## Instructions

Based on the passage about penguins, answer the following questions. Use complete sentences and include details from the text to support your answers.

1. What helps penguins swim in the water?
2. Where are penguins found?
3. What do penguins eat?
4. Why is it important to protect penguins?

**Fun fact:**
Penguins can dive as deep as 1,500 feet to catch their food—almost as deep as a football field is long!

# Activity 2: Learn The Words

Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| waddle | keep penguins warm |
| flipper | penguins do this on ice |
| feathers | to walk clumsy |
| slide | help penguins swim |

**Directions:** Use each word in a sentence to show you understand its meaning.

**I might not be able to fly, but I'm an expert swimmer!**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.

## Instructions

- Imagine that you have turned into a penguin for one day.
- Write down three things you would do as a penguin. Think about where you would go, what you would explore, or what fun activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and try to explain why you chose those activities.

# Vocabulary AR. 1.5:

**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabularies

- **waddle**- a short, awkward walk, often used to describe how penguins move
- **flipper**- a flat, wing-like body part used by penguins to swim
- **feathers**- the soft, lightweight coverings on a bird's body that help keep it warm
- **slide**- to move smoothly along a surface, often used by penguins on ice

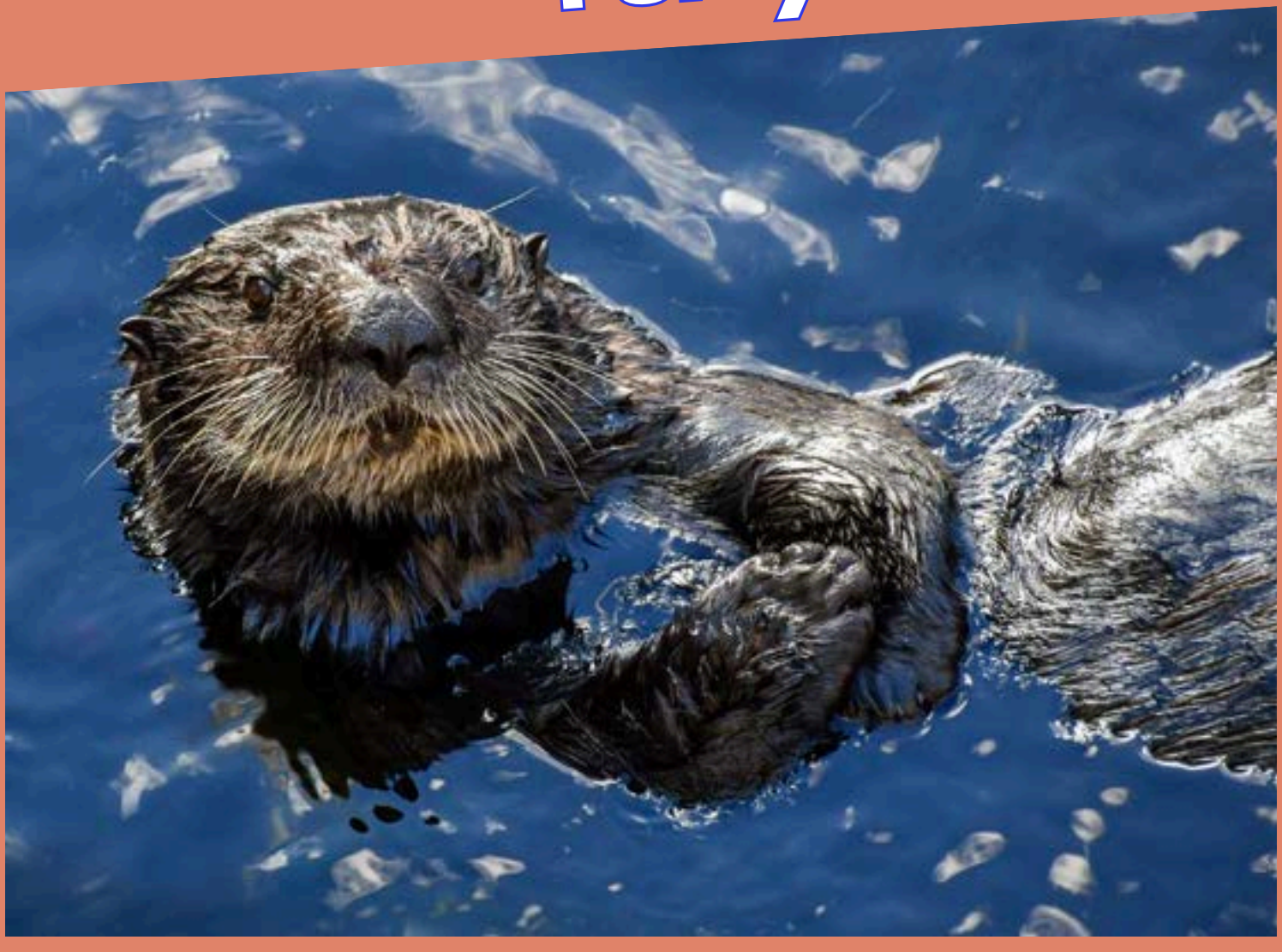
**Homework:**

If you could design a new type of penguin with special feathers or flippers, what would they look like, and how would they help you survive in the wild?

14

# Sea Otters

## Furry Floaters



# Unit 14: Sea Otters- Flurry Floaters

Sea otters are playful marine mammals that float on their backs and use tools to crack open shellfish. Their thick fur keeps them warm in cold waters. Otters eat sea urchins, crabs, and clams, and form social groups called "rafts."

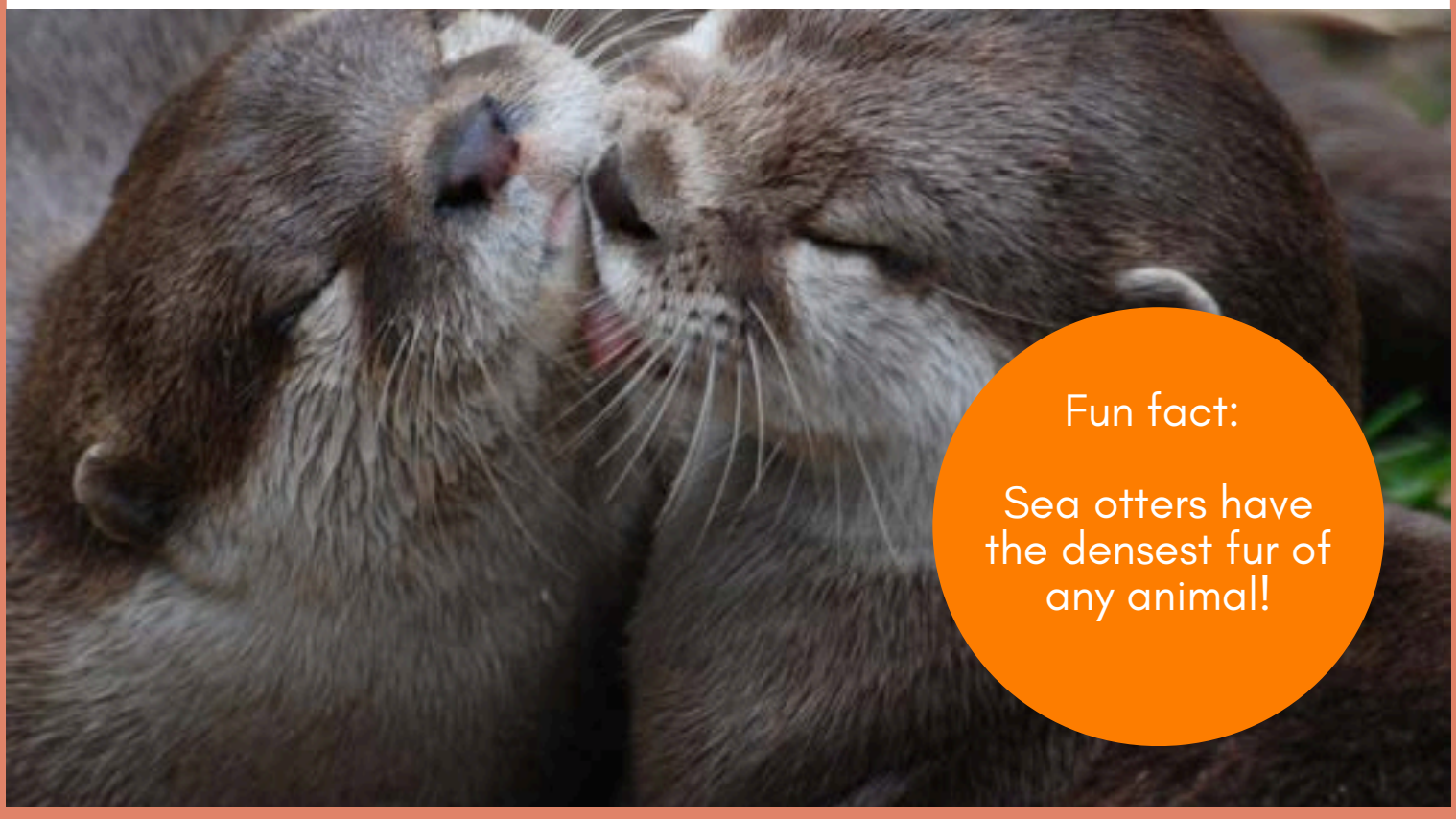
They tie themselves to kelp while sleeping and care for their pups until they learn survival skills. Once hunted for their fur, otters are now protected through conservation efforts and help maintain healthy marine ecosystems.

# Activity 1: Let's Check

## Instructions

Based on the passage about sea otters, answer the following questions. Use complete sentences and include details from the text to support your answers.

1. How do sea otters crack open shellfish?
2. What role do sea otters play in marine ecosystems?
3. What do sea otters eat?
4. How do female otters care for their pups?



# Activity 2: Learn The Words

## Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| float | thick hair for warmth |
| kelp forest | a shellfish otter eat |
| fur | a place with tall seaweed |
| clam | To rest on water |

**Directions:** Use each word in a sentence to show you understand its meaning.

**I'm the ocean's playful, back-floating expert!**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.

## Instructions

- Imagine that you have turned into a sea otter for one day.
- Write down three things you would do as a sea otter. Think about where you would go, what you would explore, or what fun activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and try to explain why you chose those activities.

# Vocabulary AR. 1.5:

**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabularies

- **float** - to stay on the surface of water without sinking
- **kelp forest** - underwater forests of large, green seaweed that provide shelter for many animals
- **fur** - soft hair that covers the body of some animals, like mammals
- **clam** - a type of shellfish with a hard shell that lives in the sand or mud

**Homework:**

Pretend you are a clam living deep under the sand. How would you communicate with the other clams, and what would your day look like?

# 15 Mysteries of the Deep

## Glow-in-the-dark Creatures

# Unit 15: Mysteries of the Deep- Glow-in-the-dark Creatures

The deep sea is full of unique creatures like anglerfish and comb jellies, which use bioluminescence to survive in the dark. Anglerfish have a glowing lure to attract prey, while comb jellies shine with colorful light from tiny cilia.

Many deep-sea animals glow to communicate, find food, or escape predators. These special adaptations help them live in the harsh conditions of the deep ocean, where scientists are still discovering new species.

# Activity 1: Let's Check

## Instructions

Based on the passage about deep sea creatures, answer the following questions. Use complete sentences and include details from the text to support your answers.

1. What is bioluminescence?
2. How do anglerfish use light to survive?
3. What creates the colorful light in comb jellies?
4. Why do many deep-sea animals glow?

**Fun fact:**
Some deep-sea creatures can create their own light, helping them see and communicate in the pitch-black ocean!

# Activity 2: Learn The Words

## Instructions

Look at the list of words and their meanings. Match each word to the correct meaning by drawing a line or writing the matching letter or number.

| | |
|---|---|
| deep sea | force in the deep ocean |
| glow | the deepest part of the ocean |
| bioluminescence | to shine with light |
| pressure | light from living things |

**Directions:** Use each word in a sentence to show you understand its meaning.

**I live in the dark depths of the ocean, where it's always pitch black!**

# Activity 3: Sea Creature Imagination

**Objective:**
Encourage students to think creatively and practice their writing and speaking skills.

## Instructions

- Imagine that you have turned into a deep sea creature for one day.
- Write down three things you would do as a deep sea creature. Think about where you would go, what you would explore, or what fun activities you might try.
- Once you've written your ideas, take turns sharing them with the class. Be creative and try to explain why you chose those activities.

# Vocabulary AR. 1.5:

**AR Vocabulary** consists of words from books in the Accelerated Reader program, categorized by difficulty to match students' reading levels.

## Key Vocabularies

- **deep sea**- the dark, unexplored part of the ocean, far below the surface
- **glow**- to shine with light, often in the dark
- **bioluminescence**- the ability of some living creatures to produce their own light
- **pressure**- the force that pushes on something, especially deep in the ocean where it's stronger

**Homework:**

Imagine you're a deep-sea explorer. What kind of glowing creature would you want to discover, and how do you think it uses its glow to survive?