

Mysterious Sea Creatures

Have you ever watched the waves **undulating** up and down on the surface of the ocean? Have you ever looked at the white, **frothing** water and wondered about the world that lies below the waves? The oceans are mysterious places. Scientists have studied only a very small part of this world beneath the waves. Yet they are learning more about the sea and the fascinating creatures that live there.

One of these creatures is the stingray. The stingray is a flat, sleek fish that moves through the water in a way that looks like flying. The stingray often hides in sand. When it feels scared or threatened, the stingray raises a poisonous barb, or sting, on its tail. It can **thrust** the barb into other fish that want to eat it. Sometimes human divers step on a stingray by accident. If the poison from the barb **penetrates** a diver's foot or leg, it can hurt!

The octopus is another fascinating sea creature. The octopus doesn't have any bones, and it has eight legs called **tentacles**. An octopus has very good **coordination**—it can use its body to **whirl** its tentacles around in a circle. Also, it can move all eight of its tentacles at the same time! When it feels threatened, an octopus can release a **gush** of dark liquid, called ink. The ink makes it difficult for predators to see the octopus. The octopus is also a very curious animal. In science labs, it has been known to play with toys and squirt water on people for fun.

The jellyfish is a unique sea creature. Like the octopus, the jellyfish does not have any bones. It does not have a brain, either. It is made up almost entirely of water, so it just floats along until it traps a fish. A jellyfish traps fish by using its long stinging tentacles. The tentacles look like strings hanging from the jellyfish. A fish that swims too close is poisoned by the tentacles and gets pulled inside the jellyfish. After the fish is trapped, nutrients **seep** out of the fish's body and into the jellyfish. This is how the jellyfish "eats."

The oceans are full of many other interesting creatures, such as flying fish that **skate** across the surface of the water, and sea slugs that have frills and bright colors. These kinds of creatures are what make the ocean such a mysterious and wonderful place!

COMPREHENSION Which sea creature do you think is the most interesting? Which words help you understand how sea creatures or water move?

14

Days 1 and 2

“Mysterious Sea Creatures,” Vol. 2, pp. 14–15

Trouble Goes to School

Jonathan was worried about his new puppy, Trouble. The puppy certainly earned his name! Trouble chewed up shoes. Trouble stole food from the kitchen table. Trouble could not sit still for more than a minute. When the puppy **romped** from room to room, no one could catch him. Trouble grabbed toys in his mouth and **thrashed** them about **vigorously**, his ears flying from side to side. Sometimes his thrashing broke things in the house.

At first, Jonathan's parents thought the puppy was funny. But when time went on and Trouble did not calm down, they frowned.

"You have to teach Trouble to behave," said Jonathan's parents. "Otherwise, we can't keep him." Jonathan looked at Trouble and sighed. Trouble just wagged his tail.

The next day, Jonathan saw a small sign in the window next to the bookstore. "PUPPY SCHOOL," the sign said. Jonathan smiled. School was just what Trouble needed!

Jonathan's parents helped him sign up Trouble for four weeks of puppy school. At first, Trouble was as naughty as ever. He would not listen when Jonathan told him to sit, stay, or come. The busy teacher, Ms. Obay, came bustling across the room to help.

"You have to be firm with Trouble, Jonathan," she said. "If Trouble yanks on his leash, hold it steady until he starts **checking** his movements and comes back to you. He should walk calmly by your side, without any **abrupt** turns and leaps."

Jonathan did what she said. He used a low, firm voice to tell Trouble what to do. He held the leash steady in his hand. Ms. Obay stayed, **hovering** close by. She watched to see how Trouble would behave.

Jonathan walked six steps across the room. Trouble walked six steps, too. Jonathan stopped walking. Trouble stopped walking, too. "Good dog, Trouble!" Jonathan said.

Jonathan got down on his knees. He put his arms around Trouble, holding the puppy in a warm **embrace**. Jonathan's fears about Trouble **receded**. The puppy could learn how to behave, after all.

COMPREHENSION What words help you picture Trouble in action? How does going to puppy school help both Jonathan and Trouble?

16

Days 3 and 4

“Trouble Goes to School,” Vol. 2, pp. 16–17

Assessment

Pretest/Posttest Administration p. 80

Pretest/Posttest Blackline Masters pp. 128–129

T38 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 128–129. Use page 80 to administer the test.

Explain Write each word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Movement

coordination *n.* the ability to move different body parts at the same time *You need good coordination to catch a ball.*

frothing *adj.* foaming *Frothing waves left foam on the beach.*

gush *n.* a burst of liquid *A gush of water came out of the hose.*

penetrate *v.* to sink or poke into *He used a sharp tool to penetrate the ice.*

seep *v.* to leak out *Water will seep through your fingers.*

skate *v.* to slide across a slippery surface *She skated across the ice.*

thrust *v.* to shove *I thrust a spoon into the peanut butter.*

undulating *v.* moving in a waving motion *The fish's fins were undulating as it swam.*

whirl *v.* move quickly in circles *I spun the top to make it whirl.*

Discuss Guide children to see the relationship between each word and the category.

Read Aloud Explain that you will read aloud a story about sea animals. Then read aloud “Mysterious Sea Creatures.” Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread “Mysterious Sea Creatures.” At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About Moving Into	Words About Moving Out Of	Words About Moving On or Across
pene- trate thrust	gush seep	skate

- The surface of the **frothing** ocean was _____. (**undulating**)
- Why might you need good **coordination** to **whirl** around in circles? (Sample answer: **because you have to balance and move quickly at the same time**)
- What other words mean moving out of or mean moving on or across? Add these to the graphic organizer as children suggest them. (Sample answers: **Out of: pour, squirt; On or Across: glide, slide**)



Day 3

Introduce Meanings

Explain Write each word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

More Words About
Movement

abrupt *adj.* sudden and unexpected *The car's tires screeched when it made an abrupt stop.*

checking *v.* holding back *Janice was checking the movement of her bike so it wouldn't roll.*

embrace *n.* a hug *The family joined in a warm embrace.*

hovering *v.* standing nearby *I can't think with you hovering behind me.*

receded *v.* went away *The water receded when I pulled the bathtub plug.*

romp *v.* to play noisily and happily *My dogs love to romp in the park.*

thrash *v.* to move in a strong and sudden way *I saw the big fish thrash to and fro in the net.*

vigorously *adv.* with a lot of energy or strength *He shook my hand vigorously.*

Discuss Guide children to see the relationship between each word and the category of movement.

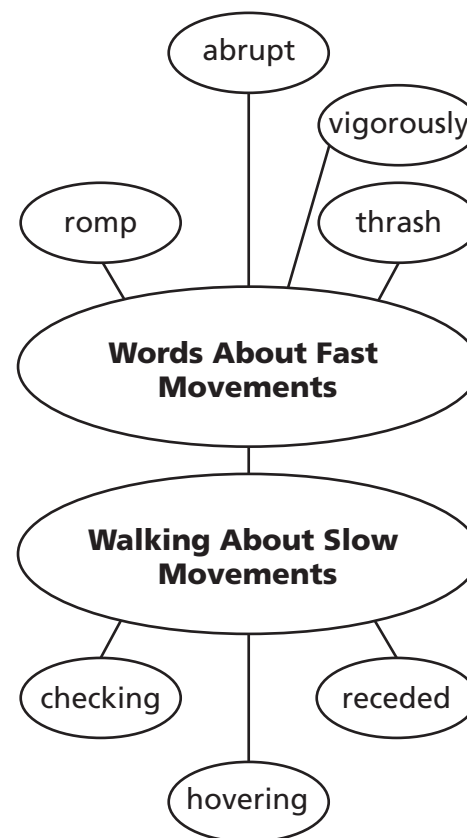
Read Aloud Explain that you will read aloud a story about a boy and his dog. Then read aloud "Trouble Goes to School." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "Trouble Goes to School." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. Someone who is full of energy might move _____. (**vigorously**)
2. Why might you **check** yourself before giving someone an **embrace**? (Sample answer: You might think that the person does not want to be hugged right then.)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Describe Talk to your partner. Imagine you just spent a day **romping** around at the beach. Use these words to describe what happened: **gush**, **seep**, **frothing**, **receded**, **thrash**, **undulating**.

Role-Play Pretend you are a busy shopkeeper. Show **coordination** as you move about helping customers who are **hovering** around. Then show how you would **check** yourself with an **abrupt** motion if you were moving too fast.

Draw Draw a picture of people **whirling** around as they **skate** on ice. Then draw a picture of two people in an **embrace**.

Write Work with your partner. Write a story about people who are trying to dig up something important that is buried in very hard ground. Use these words: **vigorously**, **thrust**, **penetrate**.

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 128–129. Use page 80 to administer the test. Compare scores with Day 1 assessment.