

Atlantic

Book by G. Brian Karas

Unit study by Aimee Guest

SOCIAL STUDIES

Geography: Atlantic Ocean

Ask your student what he knows about the ocean. Then ask what he'd like to know more about (try to keep record of this list and answer his questions this week as you study this book.

Tell him that this book is about the Atlantic Ocean. The book says, "I stretch from the icy poles North and South...I rub shoulders with North America and bump into Africa. I slosh around South America and crash into Europe." Color in the Atlantic Ocean on an outline map and label the other places mentioned.

Oceans of the World

How much water is there? Look at a world map together. Ask your child-- Is there more land or more water in the world? Most of the planet is covered by water. In fact, 70% of planet earth is water leaving us 30% land. Find the other oceans on a map or globe and label the map you started in the previous geography lesson. Discuss how the five oceans run/join together.

The Five Oceans

Antarctic

Atlantic

Indian

Pacific

Arctic

Note: Different sources present a different opinion on the number of oceans. Some sources leave the Antarctic off of the list.

Go to <http://nces.ed.gov/nceskids/createagraph/> and make a pie graph that represents the distribution of land and water. When you finish, print and fold into thirds. Paste the title piece ("The Earth is Covered in Water") to the front.

Geography: Terms and other Sea Vocabulary

This book mentions many different types of bodies of water. Learn the definitions

and differences

bay- a small area of sea or lake partly enclosed by dry land (usually smaller than a gulf)

gulf- a large inlet of ocean or sea that is partially surrounded by land

channel- a narrow passage of water connecting two larger bodies of water

sound- an arm of the sea, or ocean, forming a wide channel between an island and the mainland; the ocean inlet is roughly parallel to the coast

iceberg- a large mass of land ice floating in the sea

continent-one of the great divisions of land in the globe

inlet-a small arm of a lake, sea, river

Ways in Which the Sea is Used

1. Natural Resources of the Ocean

Food (fish, seaweed, shrimps, oysters)

Pets

Oil and Gas

Medicines

Seashells (used for building materials and jewelry)

a good go-along book would be *This is the Sea that Feeds Us* by Robert F. Baldwin
(note: some evolutionary content)

2. Ocean Occupations

After you discuss the resources that come from the ocean, you may want to discuss the jobs that are provided because of those resources.

Can your student think of different occupations that are a result of the ocean?

Discuss some of the following jobs, and ask your child which one he would like.

Fisherman-catch ocean creatures to sell to people

Marine Geologist: study rock and the formation of the ocean floor

Diver-help find sunken treasures, repairing underwater equipment

Oceanographer: explore and study the ocean

Captain/Crew of ship

3. People Dependent on the Sea

The Inuit culture is a good example of a group of people whose lives are heavily influenced by the sea. The food they eat (often caught by walking on the floor of the sea under the ice), the materials they use to make their clothes (seals as an

example) are two examples. Check out the book *Very First Last Time* by Jan Andrews. Another book is *Ootah's Lucky Day* by Peggy Perish.

Research Option: Explorers

The book makes a reference to explorers of the Atlantic. The Vikings, the Portuguese, and Christopher Columbus were the most famous among its early explorers. Your older student may want to do some research to learn more about these explorers.

LANGUAGE ARTS

Creative Writing

Ask your child to draw a sea creature. Then ask him to name the monster and dictate a story about the creature as you write it down. (My daughter gets into her story quickly, so I type the story into the computer instead of by hand. You could also use a tape player and then type it later). An alternative is to tell a story together. You start the story about the creature and after one or two sentences you say "and then..." and your child takes a turn. Continue in this pattern.

Poems about the Sea

The ocean claims that many poets have written about her. Poems and scriptures are included in this file to use as copywork this week. After reading some of the poems together, give your student a chance to write her own sea poem. For special fun, let her read a poem (hers or one of the ones below) into a microphone and record it.

Listmaking

Make a list of treasures you can find at the beach. After you and your child have finished your list, read *Out of the Ocean* by Debra Frasier and add more things to your list.

Make a list of things you would pack to take for a day at the beach.

Personification

If you've already learned this literary device (the representation of a thing or idea as a person or by the human form; giving something non-human, human characteristics) with your student, ask him to find examples in the text. How is the Atlantic Ocean personified?

Narrator and Persona

The narrator is the speaker in a work of prose. The persona is the speaker in a work of poetry; never to be confused with or assumed to be the poet, the persona may be an animal, an inanimate object, or any conceivable entity. The narrator of Mark Twain's novel *The Adventures of Huckleberry Finn*, for example, is Huckleberry Finn. Who is the narrator of this book? Discuss how having the Atlantic Ocean talk to the reader makes the book exciting and interesting. Encourage your student to try to write a poem or story with an object as the narrator or persona.

Poetic Repetition

This book reads like a poem. The author has used many poetic devices throughout. One of these is repetition. Note the page that starts, "First I was discovered..." *Discovered* is the first of many -ed words. Does your student notice all the -ed words? Make a list with your student. Using a list of -ed words gives the reader (and listeners) something pleasurable to hear. Our ears like repetition. (words: discovered, conquered, crossed, probed, charted, studied, dirtied)

Another example of repetition is the -ing words. Look together on the page that starts, "I am here day and night..." Can your student find the examples of repetition? What's being repeated? (-ing ending words). Make a list of these words-- heaving, raging, lying, scraping, putting, growing, shrinking, staying.

Vocabulary and Drama

Have your student act out the following words--stretch, rub, slosh, floating, heaving, raging, lying still, scraping, growing, shrinking, dancing, crash. Turn this into extra reading practice by writing these words on index cards and place them in a bag. Then have your child sound out the word before acting it out (sometimes with your help). You should try playing along!

ART

Mixed Media

If you've discussed medium with your student in the past, add to this discussion by explaining what mixed medium is (using more than one type of medium). Can your student determine what media Karas used to create the illustrations? He used gouache, acrylic, and pencil. Determine where he used paint and where he used pencil. In what details were both used?

Colors of the Ocean

Atlantic says that artists have used cerulean, cobalt, and ultramarine to capture her on paper. What other colors could one use when painting the ocean? Look through your crayon box and pull out colors of the ocean.

Cerulean, cobalt, and ultramarine can be found at most craft stores in small watercolor tubes. Consider getting these colors and invite your child to paint an ocean scene.

Text and Painting

Look at the page that combines sea phrases and paint (shows the artist at the easel) and talk about how layers make art more interesting. Stamp out words with your child onto watercolor paper. Let them paint lightly over them. Then let them cut out the words and paste them onto a new sheet of paper to create a similar page. (You can also print out the poem your child wrote and do a similar idea).

Colored Pencil

Karas loves to finish off his drawings with fine details in pencil. Look through the book and find examples with your child. Then try that technique with any of the above projects you have completed.

Illustration Studies

Look at the first two page spread. What does your student think the white dots are? Encourage your student to create his own painting of the ocean.

Look at the two-page spread -- "my fingers spread out..." What's in the water? Can your student create a similar work of art? (Maybe a sky filled with birds and insects, or maybe another sea filled with creatures.) Let your younger student make a replica by stamping shapes in an ocean. Create a fish stamp by cutting the shape into a potato, by cutting a sponge into fish shape, or by taking a piece of cardboard and gluing the outline of the fish shape with thick string. Dip any of these into paint and let your student create a similar page.

Look at the page that says, "I am the blue water"-- can your student find the sun and the reflection of the sun? How did Karas portray the reflection? (using more blue/white dots and putting them closer together) If your student would like, let her try to imitate this technique.

Viewpoint

Look at the page that says, "Seagulls sing to me..." From what vantage point do you view this picture? Can your student look over his toes and draw a picture?

Point out the various other viewpoints in the book. For each, ask him where he would have to be to see the picture in that way. Many of them are from high above, at least one from below, and yet another as if the earth were cutaway. Using different viewpoints lends variety to the illustration and also makes the reader feel differently.

APPLIED MATH

Sorting

Place many different kinds of shells out and let your child sort them into groups. He might sort them by size, and then you can say "Is there another way you can place them into groups?". He might think of sorting by color, by similar look and pattern, by broken and whole shells, etc.

Counting-- Goldfish Fun

What you'll need: A muffin tin, a piece of paper torn into 6-12 small pieces (depending on the size of the pan), paper clips (as many as their will be players), goldfish

Write numbers on small pieces of paper. Place one number face down in each cup of a muffin tin. (determine what the numbers should be based on the numbers your child needs to practice with-maybe he always skips the number 15 when he counts, maybe he needs to practice 1-10). Give your child a paper clip. Have your child throw the paper clip into one of the cups. Let him take out the number and then count out the right amount of goldfish to match the number-then place them in the fish bowl (the muffin cup). Tell your child to place the appropriate number of Goldfish crackers into each "fish bowl" (the holes in the muffin tin). Let him play until he is done then enjoy your goldfish snack (see the goldfish snack idea in the snack section)

Counting and Estimation

What you'll need: sea shells, a container

Have your child guess how many shells it will take to fill the container. Count the number of seashells it takes to fill the container. Was your child close?

Extension Lesson: Geometric Shapes

Note: You need the book, *Sea Shapes* to complete this lesson.

The book, *Sea Shapes*, uses sea life to teach all of the major geometric shapes. Cut out a variety of shapes such as rectangles, squares, crescents, etc. and talk about them with your child. Then let your child make a sea life collage.

Option for older students: Latitude/Longitude

Older students may enjoy learning more about latitude and longitude.

SCIENCE

Why is the Sea Salty?

Why is the sea salty? Rivers wash salty minerals from the rocks into the sea. Some salts are used by animals to build their shells. It makes swimming easier because the salt helps the swimmer float. (excerpt from The Usborne Children's Encyclopedia)

Getting Salt Out of Saltwater

What you need: a measuring cup, 2 tablespoons salt, art brush, sheet of black construction paper, blow dryer.

1. Fill the measuring cup $\frac{1}{4}$ full and then add the salt to the cup. Stir well.
2. Swish the brush around in the cup, making sure to get plenty of salt on the brush.
3. Use the brush to cover the surface of the black paper, rewetting the brush often.
4. Blow-dry the paper, you will see clear, box-shaped crystal stuck to the paper.

Explain to your child that by heating the water you changed the water into gas, and only the salt was left.

Shape of Water

Atlantic says, "my shape changes..." Does the shape of water really change? Gather various glass dishes, jars, and bottles from around your house. Pour one cup of water in each one and one cup of water on the ground. Does each cup of water look the same now? What happens (water takes the shape of whatever kind of container it is in)? Can water change to any shape? What items don't change shape? What other items do?

Ocean Life

Take some time to learn more about the creatures of the ocean mentioned in this book

skates- a very flat fish related to sharks that has large and nearly triangular fins
whales

flying fish- found in all the major oceans of the world (mainly in the warm waters of the Atlantic, Pacific, and Indian oceans). They are known for their pectoral fins which enable the fish to take a short gliding flight through the air (above the water's surface) in order to escape predators.

dolphins

oysters

Read *A Swim Through the Sea* by Kristin Joy Pratt (note: some evolutionary content).

The Water Cycle

Act out the water cycle. Have your child use just his body, or get out props, such as a sheet for the ocean water, etc. Even my two-year liked being a part of the water cycle! Read the following paragraph to your students as they perform for you:

"The water splashes and crashes in the sea (children can lay down rolling on the ground) Then the sun heats the water ("ouch, ooh, ow" from the water) And it turns into gas and rises into the sky (children slowly rise to standing and onto tippy toes) The water droplets collide together, growing bigger until they form a cloud (bouncing against each other and then open their arms up high and wide and drift back and forth like clouds) Then the water droplets get VERY heavy and fall as rain w-a-y down, back into the ocean" (droop as if they're filled with soaking water and then fall to the ground and become waves again)

Pollution: Dangers to the Ocean

Sadly, Atlantic admits that people have dirtied her. Do this simple activity with your student to reinforce the importance of keeping the ocean clean.

What you'll need: Plastic objects, a bag

Place several plastic objects, such as a garbage bag food bag, wrappings from a food item, toy car, or a drinking straw. As your child pulls out each object, ask him how the object might harm the ocean and ocean life.

Sea Creature Fun

How does an octopus move?

Inflate a balloon and hold onto the mouth of the balloon without tying it. Release the balloon. The balloon will move as it deflates. The balloon jets through the air in a similar manner as the octopus jets through the water. First the octopus sucks in water, and then squirts it out through the opening under its head. The force of the water leaving the octopus moves the animal forward.

How does a jellyfish move?

Jellyfish can open and close their bodies, much like an umbrella. As they open their bodies, they fill with water, as they close, the water is pushed out. Demonstrate this for your child using an umbrella with 18-inch strips of ribbon tied to each point of the umbrella. Watch the movement of the ribbon as you open and close your “jellyfish”.

BIBLE

Memory Verse

Psalm 104:25-- So is this great and wide sea, wherein are things creeping innumerable, both small and great beasts.

Bible Stories

Choose one or more of these stories to read and discuss this week:

The Story of Jonah (Jonah)

God Created the Oceans (Genesis)

The Sea is stilled (Matthew 8:23-25)

Jesus walks on water (Matthew 14:22-33)

Jesus performs a miracle with the fishermen's nets (Luke 5:1-11)

JUST FOR FUN ACTIVITIES

Play Beach

Purchase shells from a craft store (or bring them back from a field trip to the beach!). Pour brown sugar (the sand) in a large metal baking sheet. Add the shells. Let your child play. He can make sandcastles using measuring cups and other kitchen containers. You can always substitute real sand, but you will have to wet it to make it hold its shape from the containers.

Make a Boat

Gather cardboard boxes and toilet paper rolls (raisin box, pasta boxes etc.) and other household disposables and let your child glue them together to make a boat. See if it floats.

Fun Ocean Snacks

1. Fish Tank-Make blue Jell-O as directed. About half way through the time it takes for the Jell-O to set, drop gummy fish into the Jell-O. This looks great in a clear container.

2. Go fishing: Have your kids “fish” for goldfish from their plate with pretzel sticks dipped in peanut butter.

3. Under The Sea Lunch:

Octopus: Octopus Hot Dog

Sea Shells Sprinkled with Fish Food: Shell macaroni with Parmesan cheese.

Golden nuggets Lost from a Treasure Ship: Cut corn

Giant Whale: Pear half with carrot fins and a raisin eye

Murky Bottom Sea Water: Chocolate milk

Craft idea: Sandpaper Prints

You will need:

crayons

coarse sandpaper

art paper

newspaper

an iron

construction paper or tag board

Directions:

1. Use crayons to draw and color a design on a sheet of coarse sandpaper. Press hard and color thoroughly as you work.

2. Place the decorated sandpaper face down on a sheet of art paper the same size or larger. Place several layers of newsprint under the art paper. Place another sheet of newsprint on the sandpaper to protect your iron.

3. An adult can then press the papers with a warm iron to transfer the crayon drawings to the art paper.

4. For display, have your child glue the sandpaper and the print to a large sheet of construction paper or tag board. It will really show off the great work of art.

Fun Ocean Songs and Finger Plays

My Fishy Song - sung to "The More We Get Together"

If I could be a fishy,
A fishy, a fishy
If I could be a fishy
What kind would I be?
A swordfish, a guppy,
A goldfish, a molly,
If I could be a fishy,
I would be a (child fills in the blank)

Ocean Shell

I found a great big shell one day.
(cup hands as if holding large shell)
Upon the ocean floor.
(Pick it up from the floor)
I held it close up to my ear.
(hand cupped to ear)
I heard the ocean roar!
I found a tiny shell one day
(pretend to roll shell between fingers)
Upon the ocean sand.
The waves had worn it nice and smooth.
It felt nice in my hand.
(Place little shell in palm of other hand)

LIBRARY LIST

Poetry Books about the Ocean

Creatures of the Deep by Lione Bender

Twelve Days of Summer by Elizabeth Donell

The Random House Book of Poetry for Children by Jack Prelutsky

All the Small Poems by Valerie Worth

Water Cycle

Follow the Water from Brook to Ocean (Let's Read and Find Out Science Book) by Arthur Dorros

A Raindrop's Journey by Mark Graber

Water Dance by Thomas Locker

Seashore Life

A Walk By The Seashore by Caroline Arnold

Other Books (mentioned throughout the unit)

This is the Sea that Feeds Us by Robert F. Baldwin

Very First Last Time by Jan Andrews

Ootah's Lucky Day by Peggy Perish

Sea Shapes

A Swim Through the Sea by Kristin Joy Pratt

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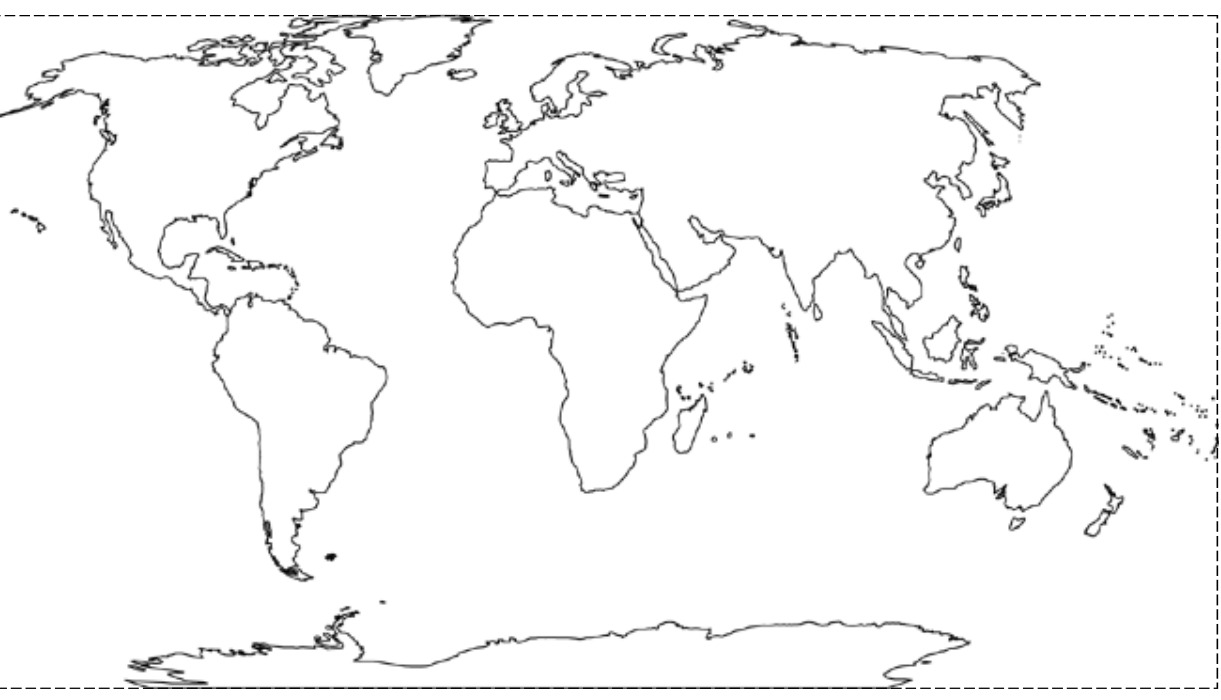
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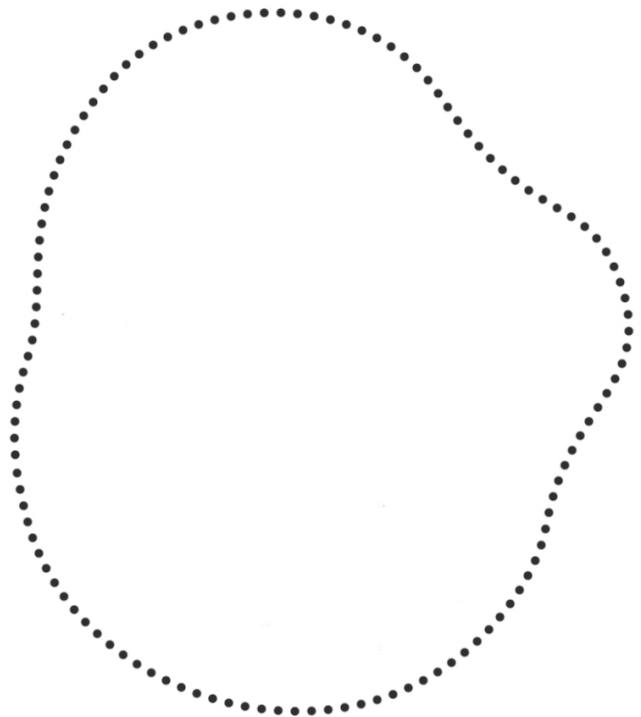
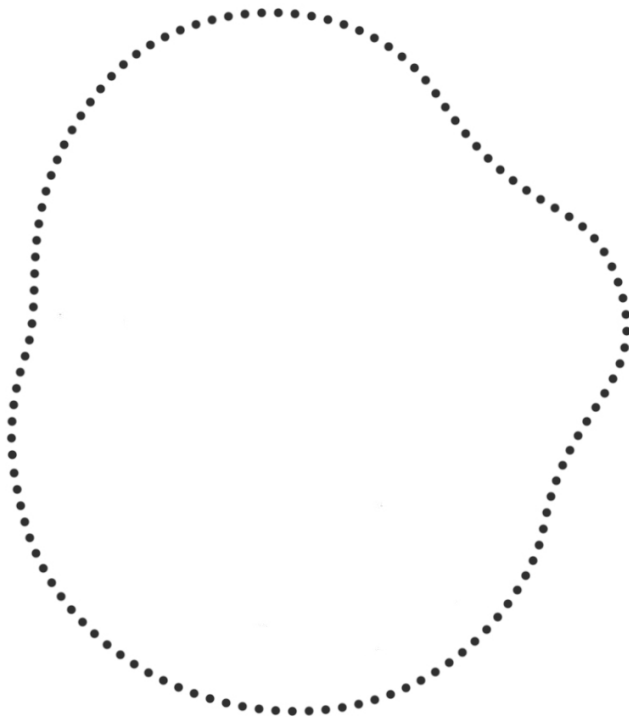
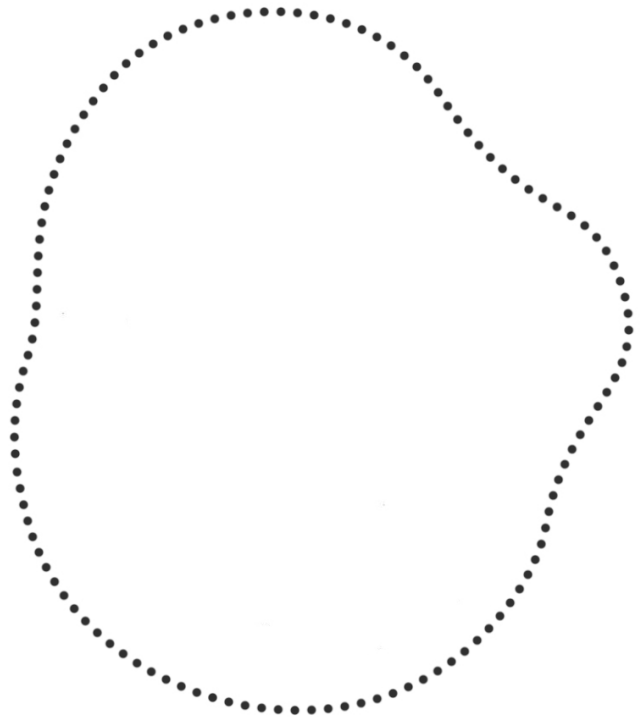
Atlantic Ocean?

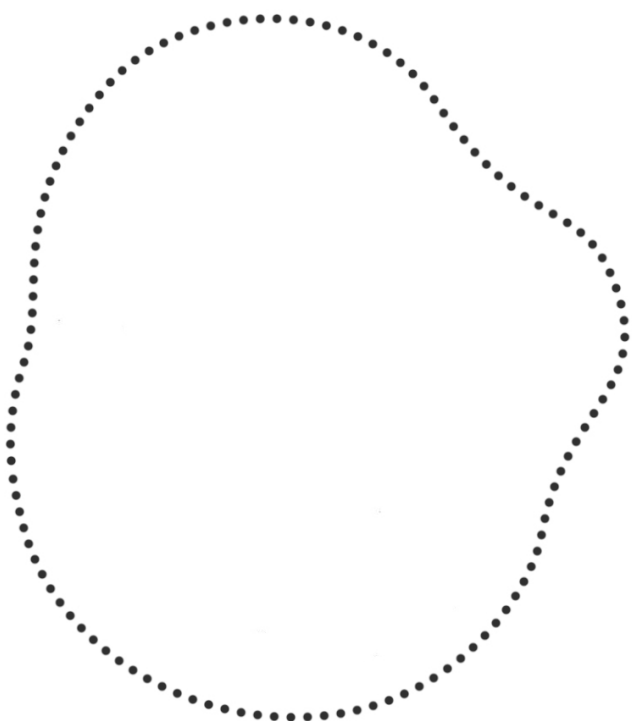
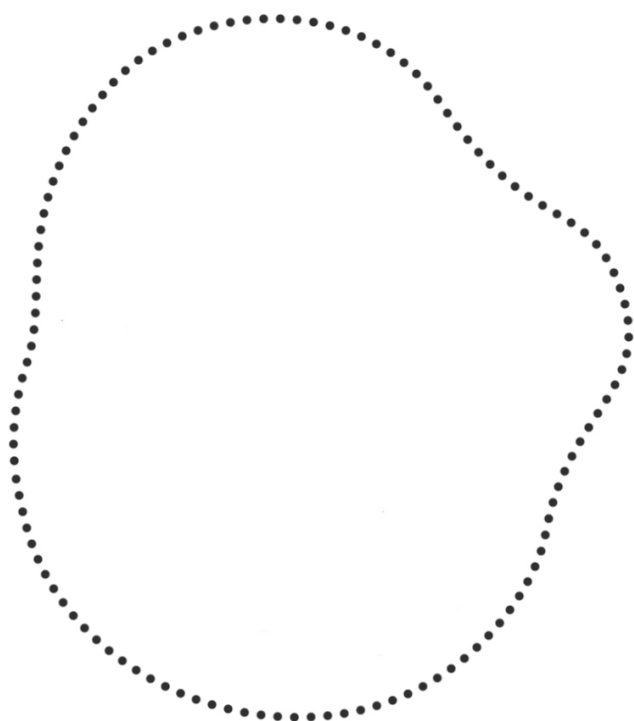
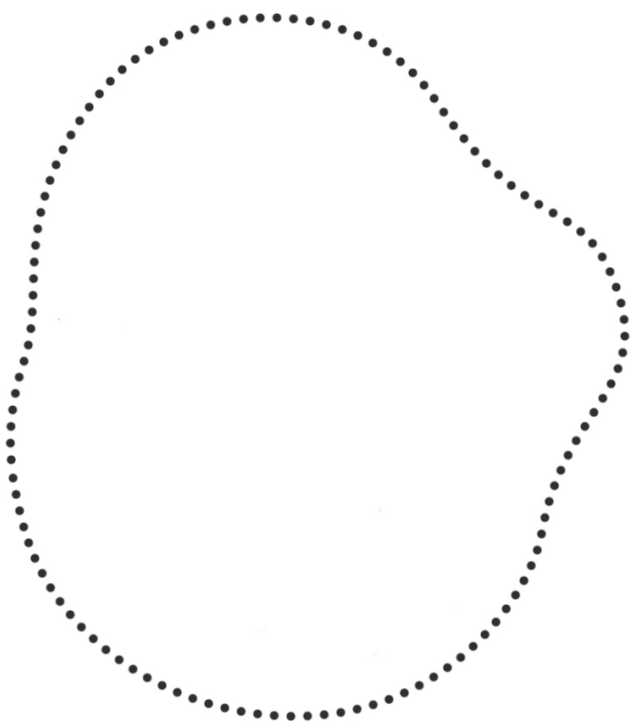
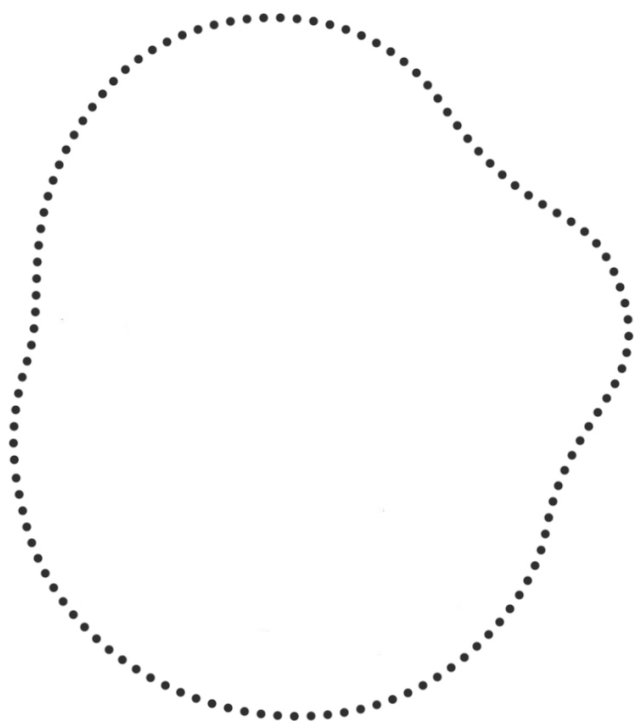


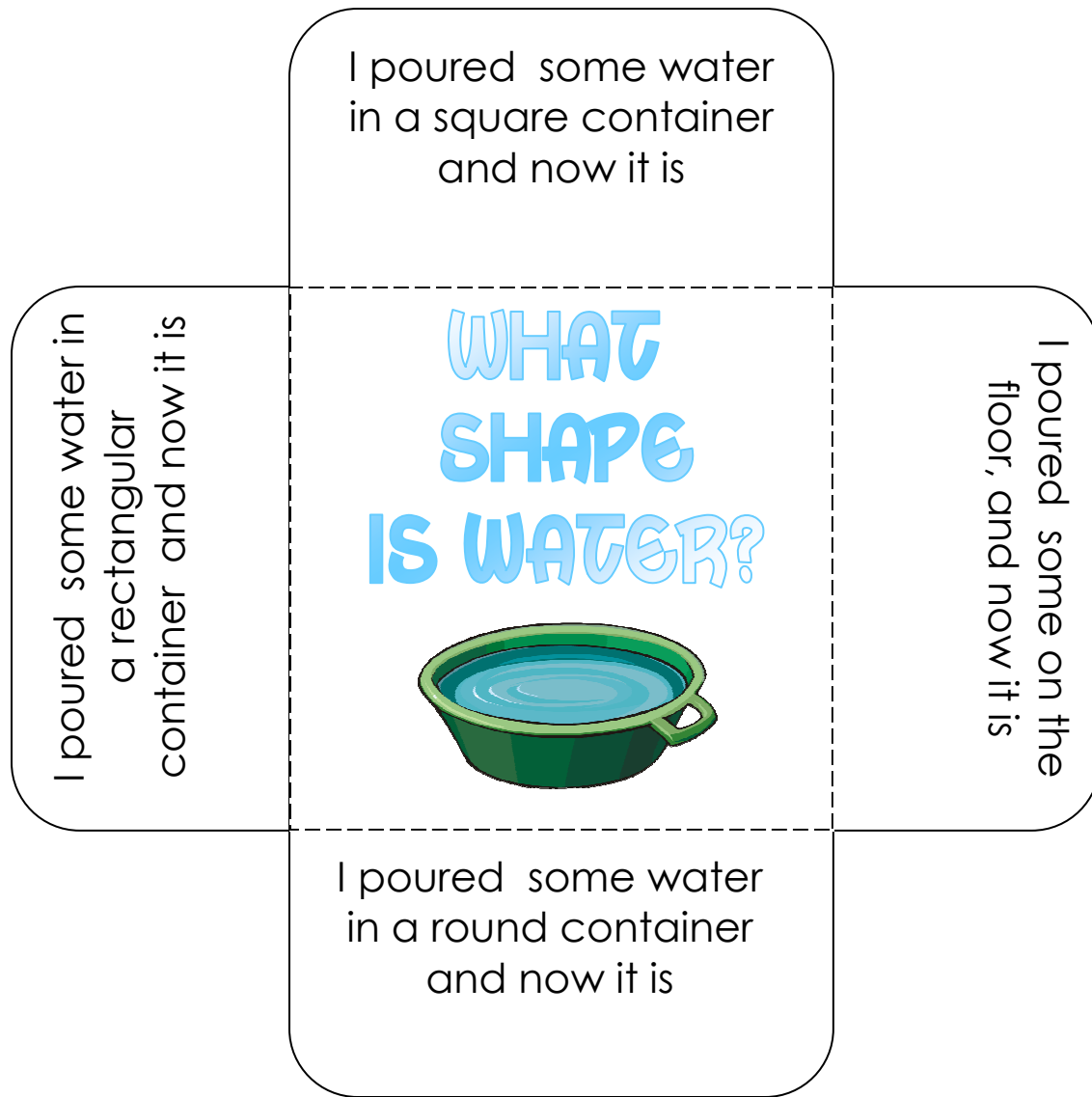
Cut book out as one piece. Fold in half. Cut out map and paste into book. Use for lesson as directed in the unit study.



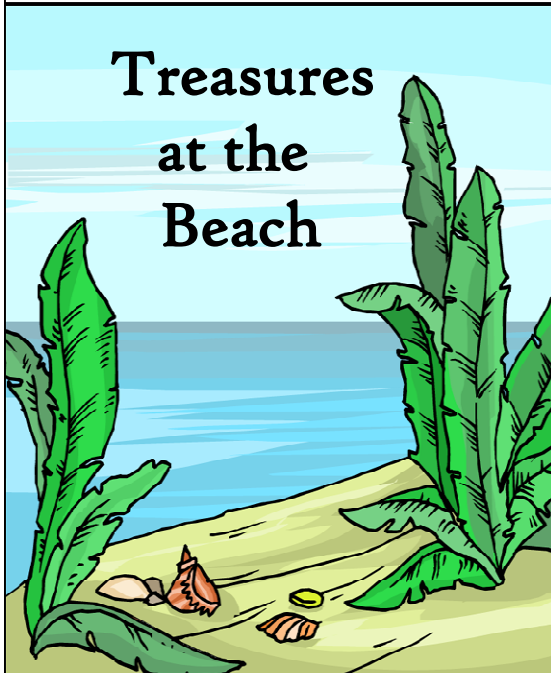
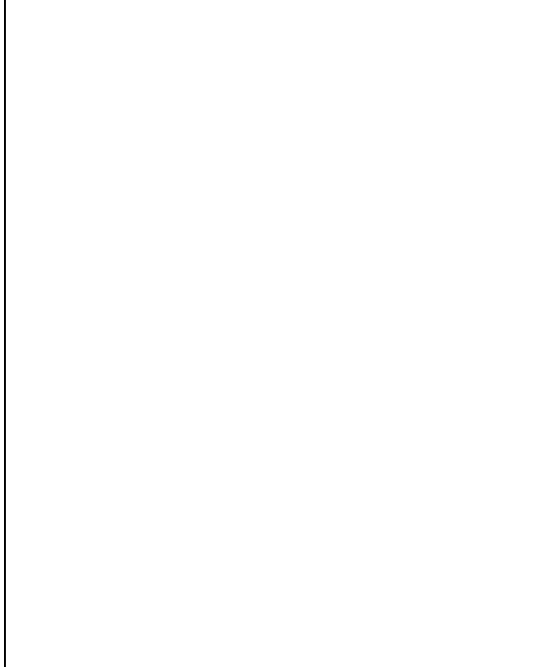
Cut out shapes. Write one natural resource from the ocean on each blank shape. Stack together with cover on top and staple.







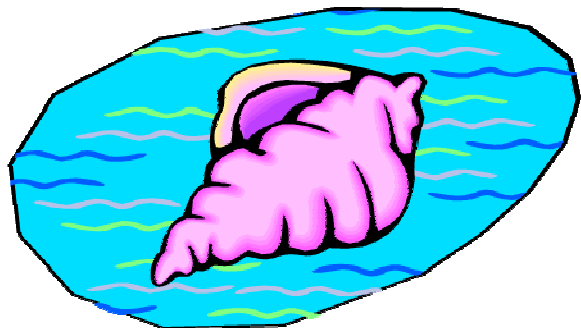
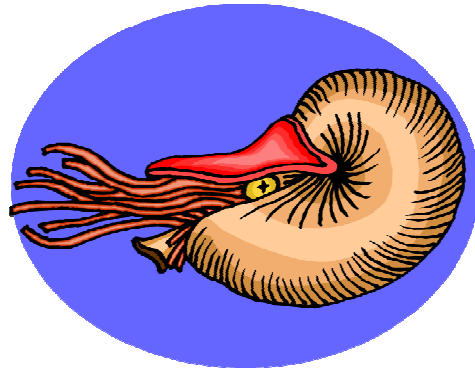
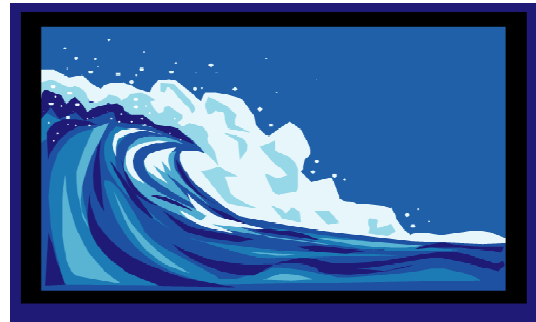
You are looking at the inside of the book. Cut shape out as one piece. Fold flaps in using the dotted lines as your guide. Tuck the last flap under so that book will stay closed.



Cut out book as one piece. Fold matchbook style. Use the inside to record list as directed in the lesson.

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Use images below to decorate lapbook as desired.

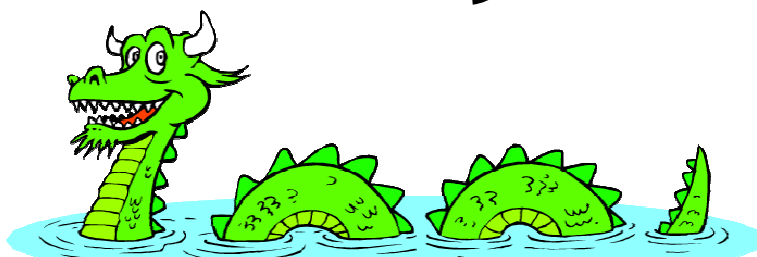


Cut out pocket as one piece. Fold back up. Fold flaps around the back and glue down.

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Sea Creature Story



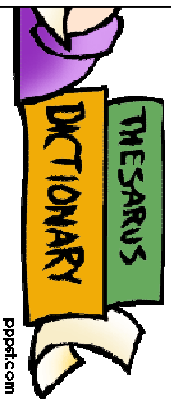
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<p>Getting the Salt out of the Saltwater</p> 			
<p>What we need:</p> <p>measuring cup</p> <p>2 tablespoons salt</p> <p>paint brush</p> <p>black construction paper</p> <p>blow dryer</p>	<p>Third, we</p>	<p>Second, we</p>	<p>Did the water evaporate?</p> <p>What's left on the paper?</p>

Cut book out as one piece. Fold left and right sides under. Record -ing and -ed words under appropriate flaps.

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ITION



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-ED WORDS

REPET



-ING WORDS

Cut out pocket as one piece. Fold back up. Fold flaps around the back and glue down.

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Sea Poem Copywork



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Cut out book as one piece. Fold in half. Let your student write a poem, type it on the computer and cut/paste it into the book.

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Cut out book as one piece and fold matchbook style. Unfold. Cut on dotted line to form two flaps. Refold.

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PERSONIFICATION

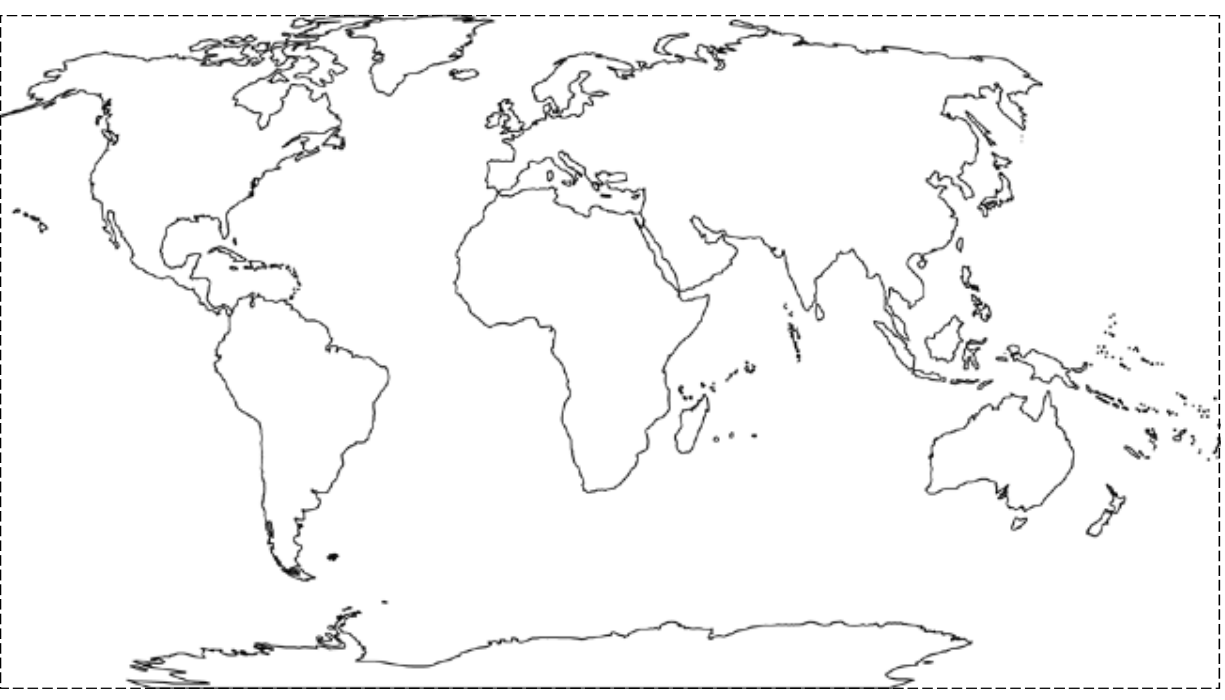
What is
Personification?

Examples
From the Book

Oceans of the World

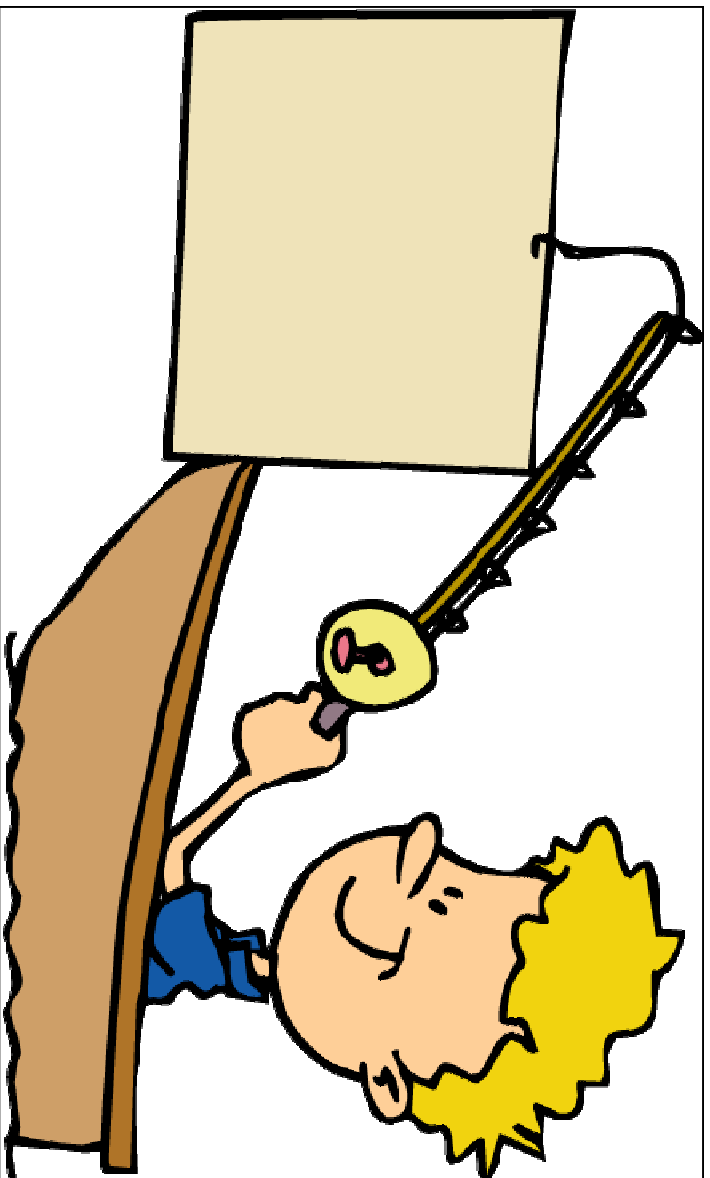


Cut book out as one piece. Fold in half. Cut out map and paste into book. Use for lesson as directed in the unit study.

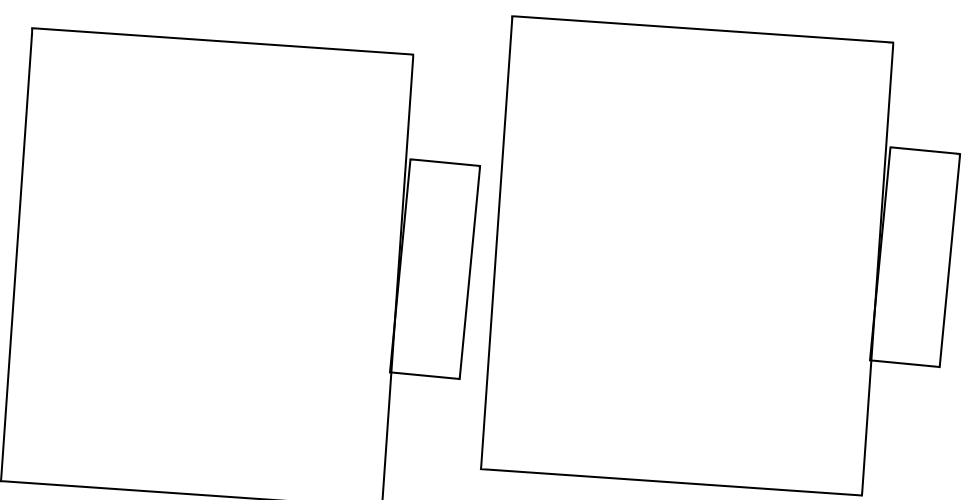


Ocean Occupations

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Cut out large rectangle with fisherman. Cut out each page as one piece (the large and small rectangles together). Write about one ocean occupation on each piece. Fold the tabs down. Glue the tab to the front of the next page. Glue the back of the last page to the paper the fisherman is holding.



Ocean Occupations

Fishermen

catch ocean creatures
and sell them to people

Marine Geologists

study rock and formation
of the ocean floor

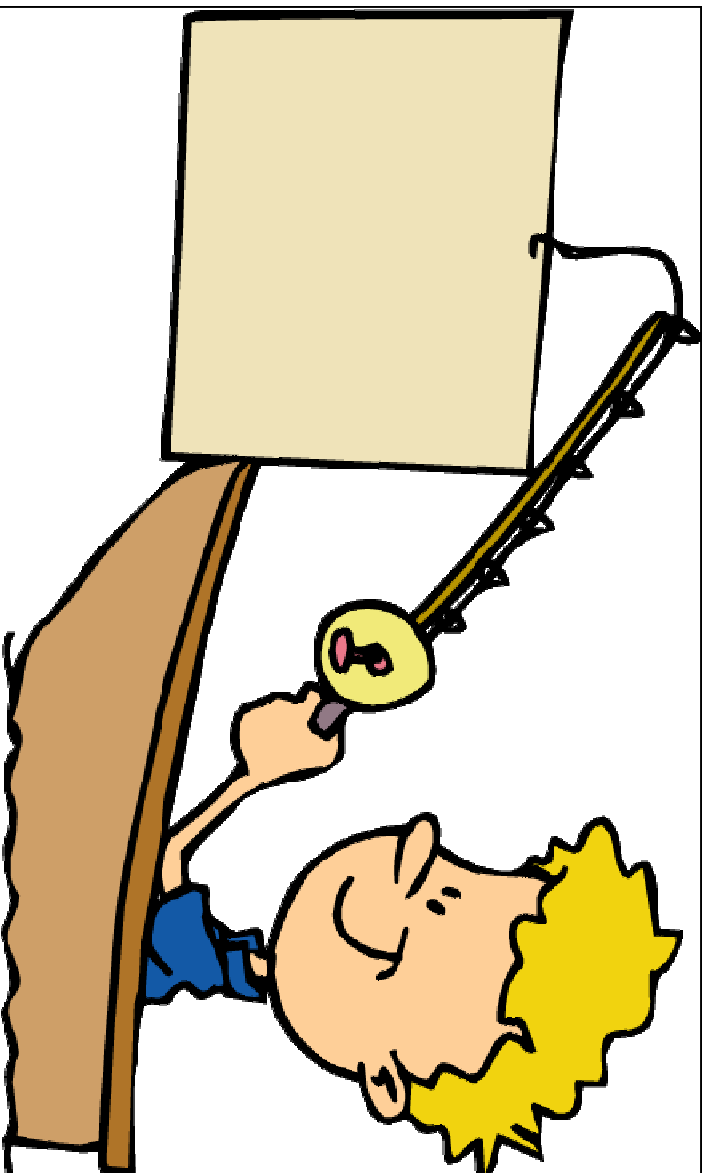
Divers

help find sunken treasure,
repair underwater
equipment

Oceanographers

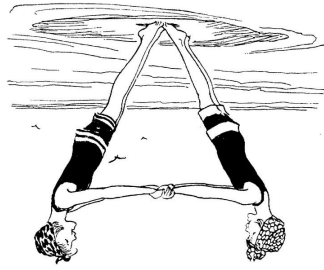
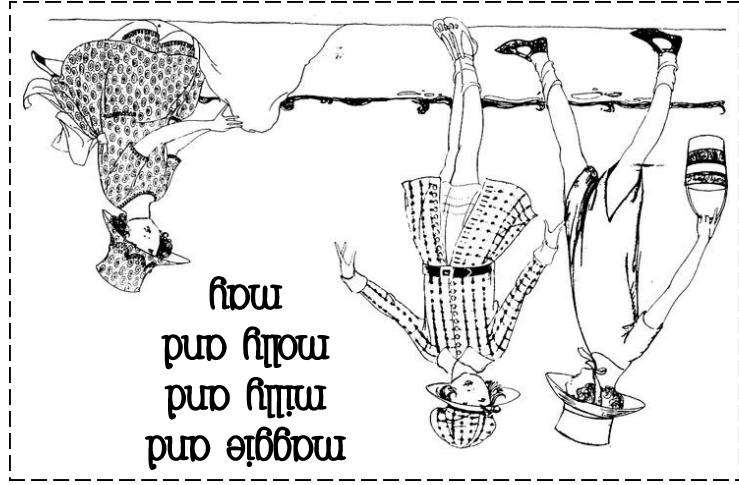
study and explore the
oceans

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Cut out large rectangle with fisherman. Cut out each page as one piece (the large and small rectangles together).

Fold the tabs down. Glue the tab to the front of the next page. Glue the back of the last page to the paper the fisherman is holding.



e.e. cummings

maggie and milly and molly and may
went down to the beach (to play one day)
and maggie discovered a shell that sang
so sweetly she couldn't remember her troubles, and
milly befriended a stranded star
whose rays five languid fingers were;
and molly was chased by a horrible thing
which raced sideways while blowing bubbles: and
may came home with a smooth round stone
as small as a world and as large as alone.
For whatever we lose (like a you or a me)
it's always ourselves we find in the sea

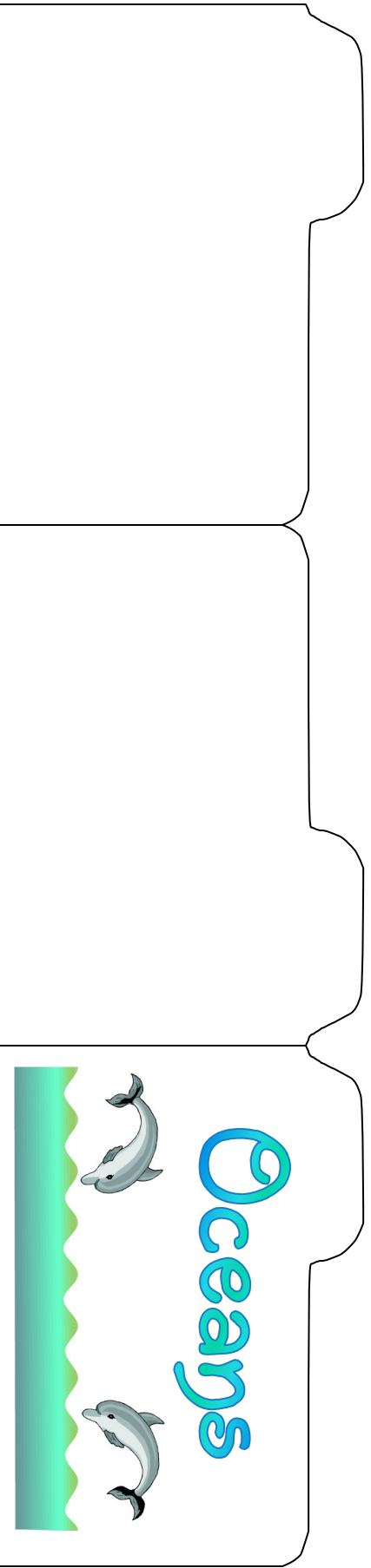
Cut out book (you are viewing
the inside) and fold in half. Cut
out cover piece and paste on the
front. Read, enjoy, and discuss
this poem with your student.

The Earth is
Covered
in water!



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Cut book below out as one piece. Fold in thirds with "Oceans" on top. On the inside of the book write K above one section, W above one section and L above one section. Under the K write what your student knows about oceans. Under the W write what your student wants to learn about oceans. At the end of the unit, under the L, write what your student has learned.



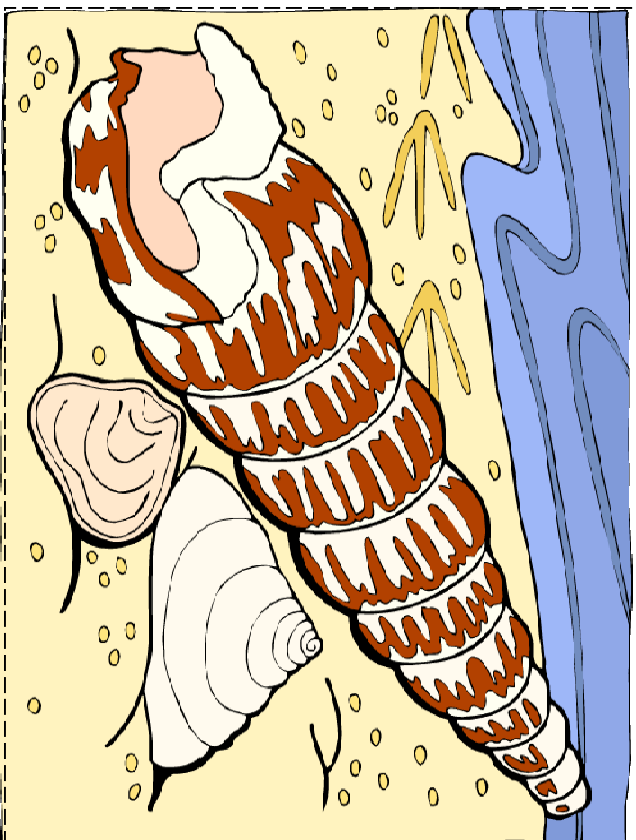
Cut graph out as one piece. Help your student decide on different categories in which to sort his shells. An older student may want to use their proper names. Write the ways (color, size, name) in the bottom boxes. Cut off any area that you are not going to use. Complete graph. Fold in half and glue cover piece on the front.

10							
9							
8							
7							
6							
5							
4							
3							
2							
1							

Cover piece for graph


Cut out book as one piece.
Fold in half on dotted line.
Use the inside to answer
the question.

Sorting Shells



WHY IS THE
SEA SALT?



a small area of sea or lake that is partly enclosed by dry land		<h1>Geography Terms</h1> 
a large inlet of ocean or sea that is partially surrounded by land		
a narrow passage of water connecting two larger bodies of water		
an arm of the sea that forms a wide channel between an island and the mainland		
a large mass of land ice floating in the sea		
one of the great divisions of land on our planet		
a small arm of a lake, sea, or river		

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Cut book out as one piece. Fold left side under. Fold right side under (it will be your cover). Unfold book. Cut on dotted lines to form flaps. Under each flap let your student write the correct term.

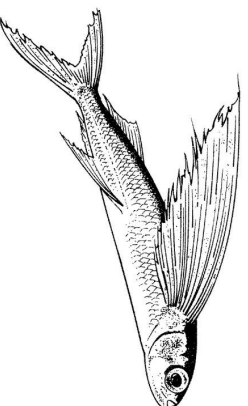
Assembly Directions: Cut book out as one piece. Fold left flap under. Fold right flap under. Fold book in half.

Write information under each flap, as appropriate.

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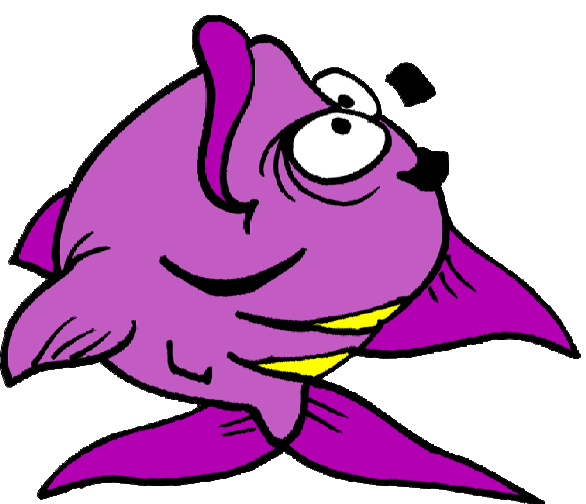
What are
they known
for?

Flying
Fish



Where are
they found?

Cut book out as one piece. Fold in half. Open. Fold bottom strip up (fold on the dotted lines) to form a pocket on the inside of the book. Use small dots of glue on the edges (if you use too much, the pockets will be too small).

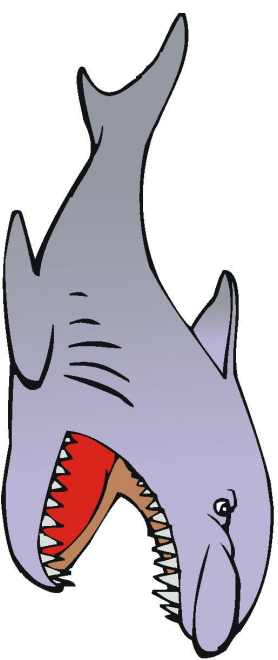


Drama Cards

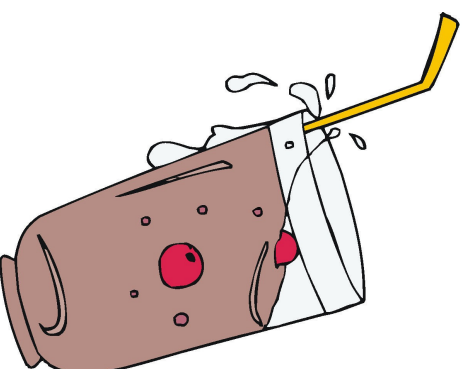
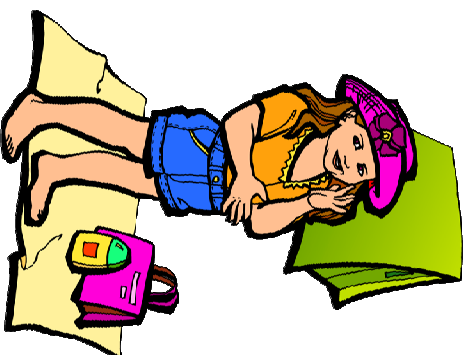
FLOATING



RAGING

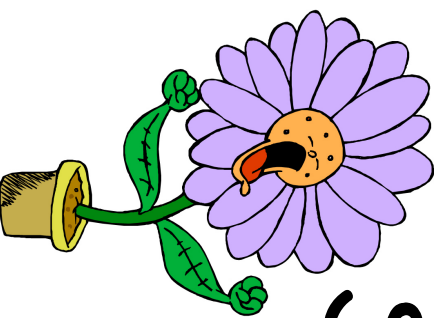


RUB



SLOSH

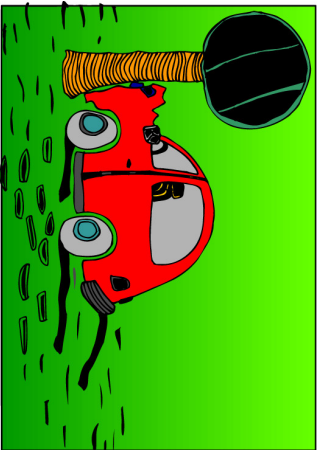
STRETCH



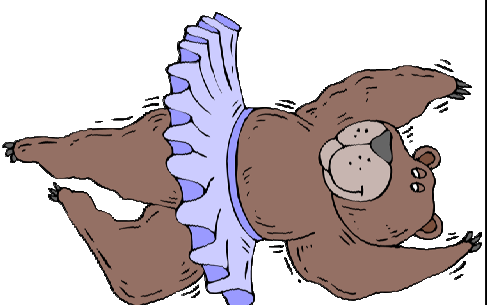
SCRAP



CRASH



DANCE



GROW



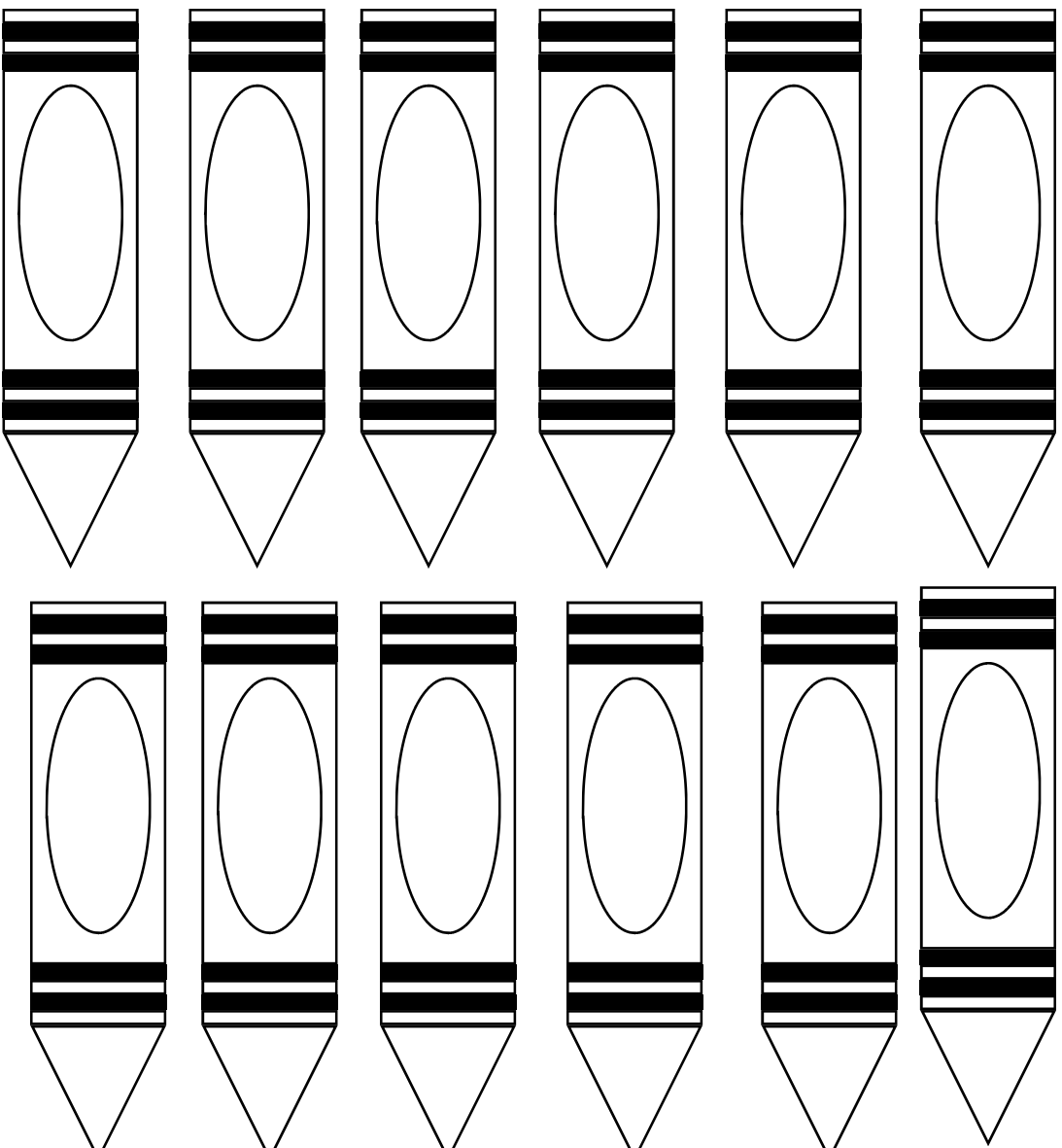
LYING STILL



SHRINK



Cut cards out. Store in pocket and use to play the drama game as mentioned in the lessons.



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After you complete the "Colors of the Ocean" lesson, let your student choose crayons from his coloring box to color the crayons to the left. Cut them out.

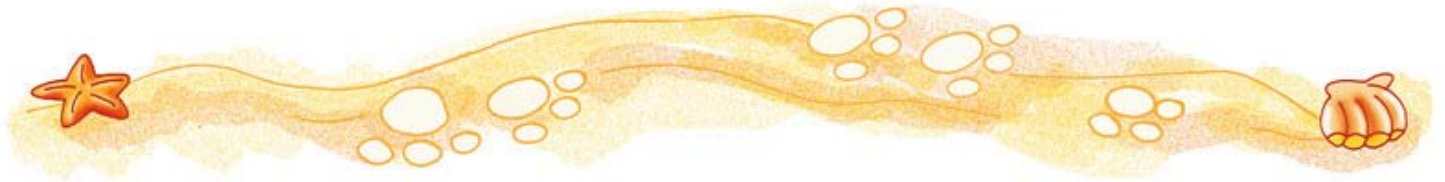
Cut book on next page out as one piece and fold in half. Paste the ocean colored crayons into the book.



Colors of the Ocean

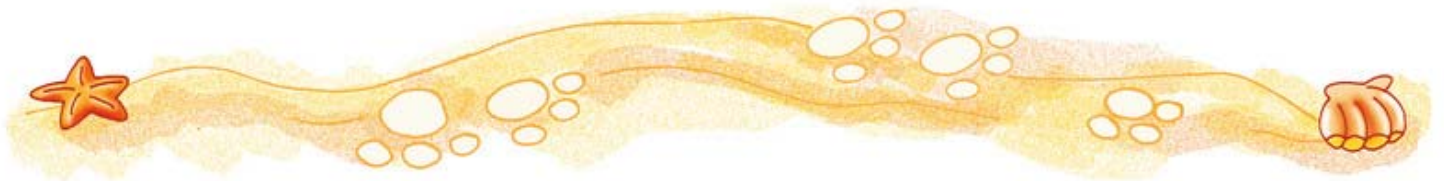
Come, my friends,
'Tis not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.

- Alfred Lord Tennyson



I am he that walks with the tender and growing
night, I call to the earth and sea half-held by the
night.

- Walt Whitman



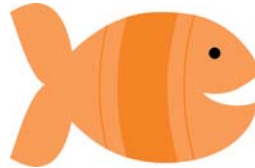
Psalm 104:25 (NIV)



There is the sea, vast and spacious,
teeming with creatures beyond number—
living things both large and small.



Psalm 104:25 (KJV)

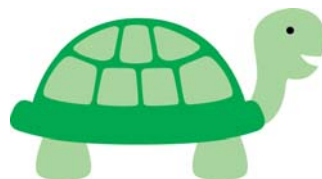
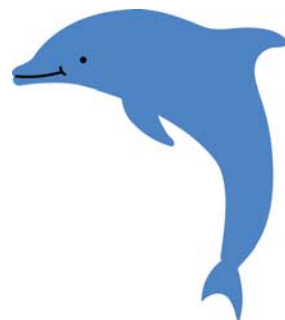


So is this great and wide sea, wherein are things
creeping innumerable, both small and great
beasts.



Psalm 104:25 (NLT)

Here is the ocean, vast and wide,
teeming with life of every kind,
both large and small.





Little Drops of Water

by Julia Carney, 1845

Little drops of water,
little grains of sand,
make the mighty ocean
and the beauteous land.

And the little moments,
humble though they may be,
make the mighty ages
of eternity.

Little deeds of kindness,
little words of love,
make our earth an Eden,
like the heaven above.

So our little errors
lead the soul away,
from the paths of virtue
into sin to stray.

Little seeds of mercy
sown by youthful hands,
grow to bless the nations
far in heathen lands.

Glory then for ever
be to God on high,
beautiful and loving,
to eternity.

Maggie and Milly and Molly and May

e. e. cummings

Maggie and Milly and Molly and May
went down to the beach (to play one day)

And Maggie discovered a shell that sang
so sweetly she couldn't remember her troubles,
and

Milly befriended a stranded star
whose rays five languid fingers were,

and Molly was chased by a horrible thing
which raced sideways while blowing bubbles: and

May came home with a smooth round stone
as small as a world and as large as alone.

For whatever we lose (like a you or a me)
it's always ourselves we find in the sea



The Walrus and the Carpenter

By Lewis Carroll

The sun was shining on the sea,
Shining with all his might:
He did his very best to make
The billows smooth and bright--
And this was odd, because it was
The middle of the night.

The moon was shining sulkily,
Because she thought the sun
Had got no business to be there
After the day was done--
"It's very rude of him," she said,
"To come and spoil the fun!"

The sea was wet as wet could be,
The sands were dry as dry.
You could not see a cloud, because
No cloud was in the sky:
No birds were flying overhead--
There were no birds to fly.

The Walrus and the Carpenter
Were walking close at hand;
They wept like anything to see
Such quantities of sand:
"If this were only cleared away,"
They said, "it would be grand!"

"If seven maids with seven mops
Swept it for half a year.
Do you suppose," the Walrus said,
"That they could get it clear?"
"I doubt it," said the Carpenter,
And shed a bitter tear.



"O Oysters, come and walk with us!"

The Walrus did beseech.

"A pleasant walk, a pleasant talk,

Along the briny beach:

We cannot do with more than four,

To give a hand to each."

The eldest Oyster looked at him,

But never a word he said:

The eldest Oyster winked his eye,

And shook his heavy head--

Meaning to say he did not choose

To leave the oyster-bed.

But four young Oysters hurried up,

All eager for the treat:

Their coats were brushed, their faces washed,

Their shoes were clean and neat--

And this was odd, because, you know,

They hadn't any feet.

Four other Oysters followed them,

And yet another four;

And thick and fast they came at last,

And more, and more, and more--

All hopping through the frothy waves,

And scrambling to the shore.

The Walrus and the Carpenter

Walked on a mile or so,

And then they rested on a rock

Conveniently low:

And all the little Oysters stood

And waited in a row.



"The time has come," the Walrus said,
"To talk of many things:
Of shoes--and ships--and sealing-wax--
Of cabbages--and kings--
And why the sea is boiling hot--
And whether pigs have wings."

"But wait a bit," the Oysters cried,
"Before we have our chat;
For some of us are out of breath,
And all of us are fat!"
"No hurry!" said the Carpenter.
They thanked him much for that.

"A loaf of bread," the Walrus said,
"Is what we chiefly need:
Pepper and vinegar besides
Are very good indeed--
Now if you're ready, Oysters dear,
We can begin to feed."

"But not on us!" the Oysters cried,
Turning a little blue.
"After such kindness, that would be
A dismal thing to do!"
"The night is fine," the Walrus said.
"Do you admire the view?"

"It was so kind of you to come!
And you are very nice!"
The Carpenter said nothing but
"Cut us another slice:
I wish you were not quite so deaf--
I've had to ask you twice!"



"It seems a shame," the Walrus said,
"To play them such a trick,
After we've brought them out so far,
And made them trot so quick!"
The Carpenter said nothing but
"The butter's spread too thick!"

"I weep for you," the Walrus said:
"I deeply sympathize."
With sobs and tears he sorted out
Those of the largest size,
Holding his pocket-handkerchief
Before his streaming eyes.

"O Oysters," said the Carpenter,
"You've had a pleasant run!
Shall we be trotting home again?"
But answer came there none--
And this was scarcely odd, because
They'd eaten every one.

(from *Through the Looking-Glass and What Alice Found There*, 1872)

Henry Wadsworth Longfellow

My Lost Youth

OFTEN I think of the beautiful town
That is seated by the sea;
Often in thought go up and down
The pleasant streets of that dear old town,
And my youth comes back to me.
And a verse of a Lapland song
Is haunting my memory still:
'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

I can see the shadowy lines of its trees,
And catch, in sudden gleams,
The sheen of the far-surrounding seas,
And islands that were the Hesperides
Of all my boyish dreams.
And the burden of that old song,
It murmurs and whispers still:
'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

I remember the black wharves and the slips,
And the sea-tides tossing free;
And Spanish sailors with bearded lips,
And the beauty and mystery of the ships,
And the magic of the sea.
And the voice of that wayward song
Is singing and saying still:
'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

I remember the bulwarks by the shore,
And the fort upon the hill;
The sunrise gun with its hollow roar,
The drum-beat repeated o'er and o'er,
And the bugle wild and shrill.
And the music of that old song
Throbs in my memory still:
'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

I remember the sea-fight far away,
How it thunder'd o'er the tide!
And the dead sea-captains, as they lay
In their graves o'erlooking the tranquil bay
Where they in battle died.
And the sound of that mournful song
Goes through me with a thrill:
'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

I can see the breezy dome of groves,
The shadows of Deering's woods;
And the friendships old and the early loves
Come back with a Sabbath sound, as of doves
In quiet neighbourhoods.
And the verse of that sweet old song,
It flutters and murmurs still:
'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

I remember the gleams and glooms that dart
 Across the schoolboy's brain;
The song and the silence in the heart,
That in part are prophecies, and in part
 Are longings wild and vain.
 And the voice of that fitful song
Sings on, and is never still:
 'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

There are things of which I may not speak;
 There are dreams that cannot die;
There are thoughts that make the strong heart weak,
And bring a pallor into the cheek,
 And a mist before the eye.
 And the words of that fatal song
Come over me like a chill:
 'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

Strange to me now are the forms I meet
 When I visit the dear old town;
But the native air is pure and sweet,
And the trees that o'ershadow each well-known street,
 As they balance up and down,
 Are singing the beautiful song,
 Are sighing and whispering still:
 'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

And Deering's woods are fresh and fair,
 And with joy that is almost pain
My heart goes back to wander there,
And among the dreams of the days that were
 I find my lost youth again.
 And the strange and beautiful song,
The groves are repeating it still:
 'A boy's will is the wind's will,

Ocean Animal Hunt

A group of these animals beginning with a "C" form reefs. _____

A colorful fish that lives primarily in coral reefs that begins with a "C."

An animal that is among the most intelligent animals that begins with a "D."

This long, thin fish that begins with an "E" has wide jaws. _____

An animal found in every ocean that begins with a "J" and has long tentacles.

Half of this animal's day is spent sleeping in the water beginning with an "M."

This sea animal beginning with an "O" has 8 long legs with suction cups.

A most feared fish with several sets of replaceable teeth that begins with an "S."

A salt water fish that swims very fast. Most people eat them after they are canned.
They begin with a "T." _____

This is a long-lived, social animal with long tusks beginning with a "W."

This very large mammal beginning with a "W" breathes through a blow hole.

This animal beginning with a "Z" ranges in size from too small to be seen without a microscope to very large. They are eaten by many whales. _____

