

# EcoVenture Class: Exploring Tides

## Teacher Guide Overview and Resource Materials



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**EXPLORE, DISCOVER, LEARN**

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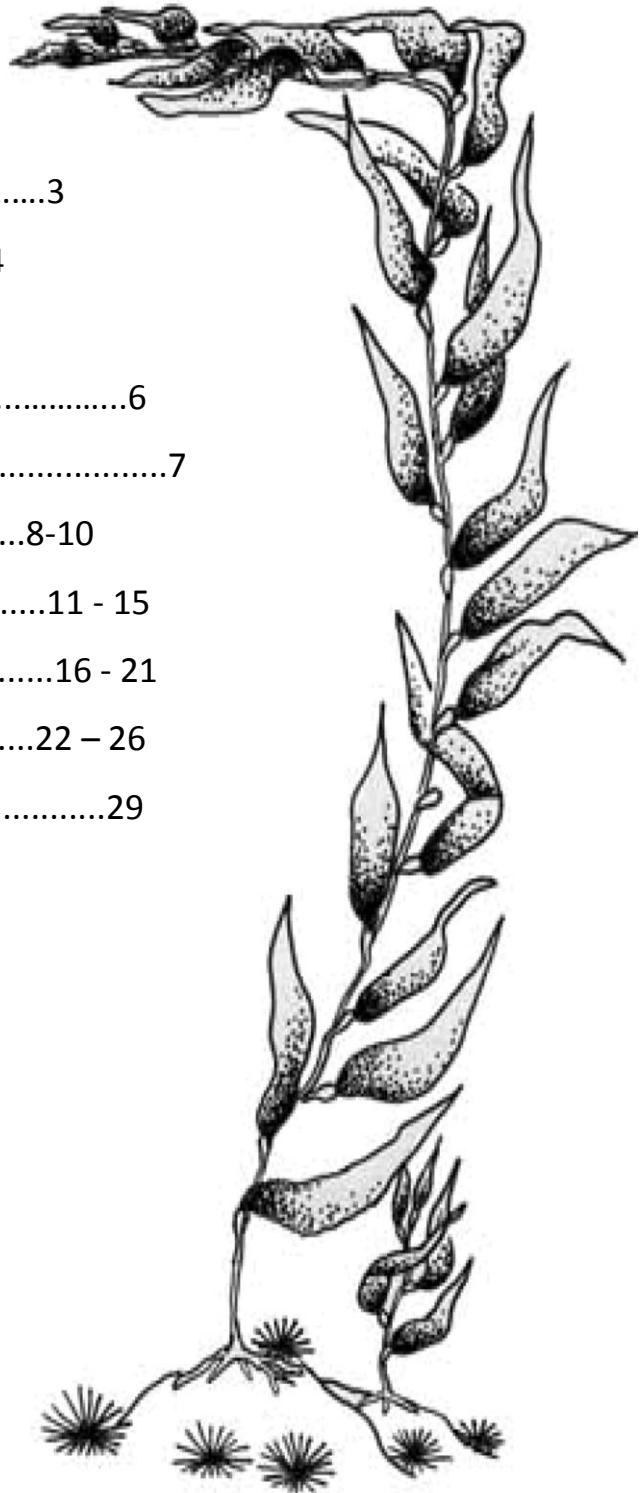
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# What's below the surface?

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# Why Have an Aquarium in a Desert?

After all, where else in the world is water so valued and respected? It's a precious resource that defines how we live in Utah. Because we're not surrounded by oceans and immense water habitats, we have fewer opportunities to experience, understand and appreciate the water environments that cover more than 70 percent of our planet. Loveland Living Planet Aquarium brings animals to people who might not have the chance to see them or their water-based ecosystems in a natural setting.

Our children are the future custodians of the environment. Yet, the majority of today's young people don't have the opportunity to understand the ocean nor their own water-dependent environments. Loveland Living Planet Aquarium provides a "living classroom," educating us all about our interdependence on the living planet's fragile ecosystems.

Loveland Living Planet Aquarium is dedicated to celebrating life on Earth by fostering a greater awareness and knowledge of Earth's diverse ecosystems and creating a deeper understanding of our place in the global system of life.

Loveland Living Planet Aquarium is committed to providing opportunities for families to learn about our interdependence with the fragile ecosystems of our planet through entertaining, interactive educational exhibits and programs. Having this aquarium provides us with countless opportunities to understand and respect this precious resource and the living habitats it supports, both in Utah and in our planet's oceans.



# School Visit Overview

*Thank you for choosing Loveland Living Planet Aquarium for a school visit. We look forward to your arrival!*

This section of the Teacher Guide provides an overview of your visit and a checklist of things to accomplish before, during and after your experience with us.

## Utah State Core Connections

Our on-site programs are designed to be an exciting complement to what you are teaching in the classroom. Our education team examined the Intended Learning Outcomes and Core Standards for each grade and created our presentation and activities to reinforce the ILOs and Standards. You will find a list of related ILOs and Standards later on in this document.

## EcoVenture Classes

Each EcoVenture Class lasts approximately 20-35 minutes. While the class is separate from your general aquarium visit, there is not an additional cost for the classes. To provide a quality and interactive experience for your students, we allow a maximum of 35 students per class. This means, we can present the same program several times back-to-back to accommodate larger groups.

The EcoVenture Classes take place in our Education Classrooms with one or two Education Presenters, depending on the class. There are also Education Presenters located throughout the aquarium to answer any questions you or your students may have.

## EcoVenture Start Times

The contact teacher will receive an e-mail with a confirmation sheet. This confirmation sheet will list the school's arrival time and each group's EcoVenture Class start time. Please remind the chaperones to arrive promptly to the Education Classroom at their designated start time to allow the group to have the full classroom experience.

*"Give people facts and you feed their minds for an hour.*

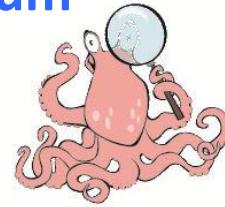
*Awaken curiosity and they feed their own minds for a lifetime."*

(Ian Russell)



# School Visit Checklist

## Loveland Living Planet Aquarium



### Pre-Visit

Download from our website:

- This document (Teacher Guide)
  - Student Research Document(s) for you to copy and bring with you on your visit
- Many of our documents are saved in PDF format. They require Adobe Acrobat Reader to open. If you do not have Acrobat Reader, you can download the program for free at: <http://www.adobe.com/products/reader/>*

### Please

- Educate the students and chaperones on behavior expectations
- Divide your students into smaller groups and assign each group a chaperone.
- Supply each adult chaperone with a Chaperone Guide. This guide includes the rules, tips to facilitate learning and an aquarium map.

### Day of

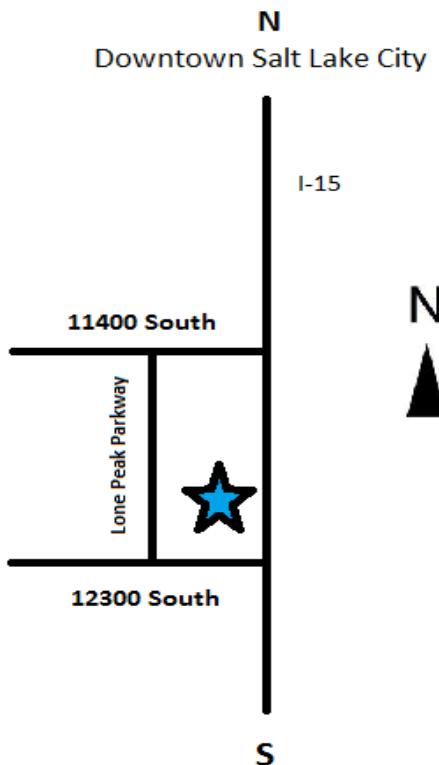
- Bring Student Research Documents if you would like your students to use them during their aquarium visit (optional).
- Remind the students and chaperones of the behavior expectations.
- Remind the chaperones of their EcoVenture Class start time and location.
- Bring payment if your school is **not** a sponsored Title 1 or Head Start school. If your visit is **sponsored**, you do not pay for your students, but please remember the chaperone-to-student ratio. Any additional adults will be asked to pay. If several people are paying separately, you may want to arrive a few minutes early.
- Have FUN and enjoy learning at Loveland Living Planet Aquarium!

### Post-Visit

This document contains post-visit materials. Other materials may become available as separate downloads in the future, so check our website often.

# Location of Loveland Living Planet Aquarium

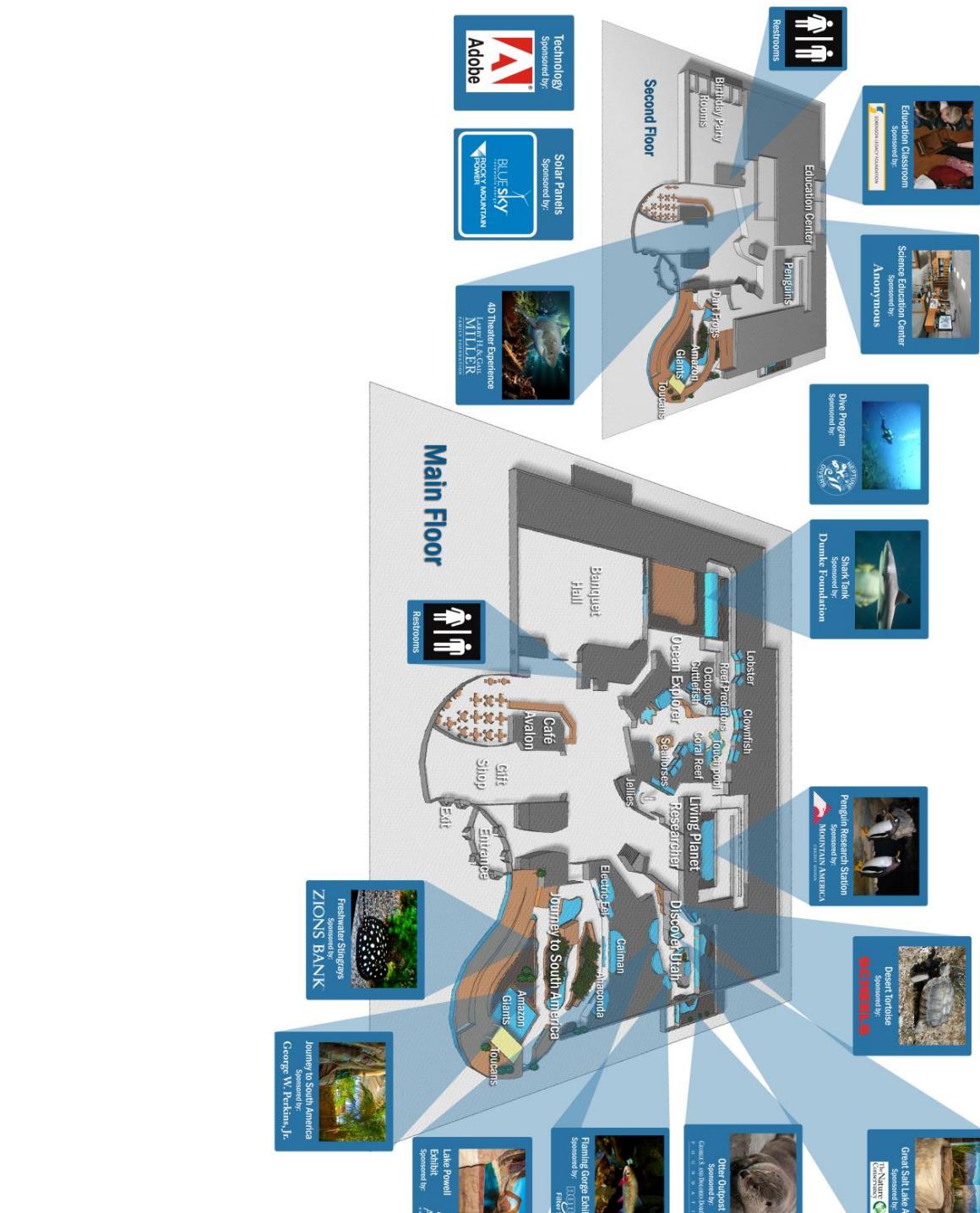
12033 S Lone Peak Parkway  
Draper, Utah 84020  
Phone: (801) 355-3474



## Directions:

- From 1-15 S, take exit 291 (West 12300 South)
  - Left at fork towards Riverton (Left onto 12300 South)
  - Turn right onto Lone Peak Parkway
  - Loveland Living Planet Aquarium is on right
- From I-15 N, take exit 292 (West 11400 South)
  - Right at fork (Right onto 11400 South)
  - Turn left onto Lone Peak Parkway
  - Loveland Living Planet Aquarium is on left

# Layout of Loveland Living Planet Aquarium



## Teacher Outline

# Exploring Tides

### **Duration of School Visit**

EcoVenture Classes (35 students max) are scheduled in 30-minute increments unless otherwise noted on your confirmation sheet. Each EcoVenture Class is approximately 25-30 minutes. Please allow your group 2 hours for a three-class visit, or 2 hours and 45 minutes for a four-class visit.

**At this time, the aquarium does not have lunch space available for field trip groups.**

If you are interested in eating sack lunches nearby, we recommend Galena Hills Park which is located at 12500 South Galena Park Blvd (550 west) in Draper. Among other park amenities, there are covered picnic tables, bathrooms and a playground. This park is not within walking distance of the aquarium. If you would prefer to walk to a park, the closest one is Inauguration Park which is located at 326 West Inauguration Road. This is a basic park with a few uncovered picnic tables and a small playground. There is a large grassy area where students can sit to eat lunch. To get there, cross the street at the crosswalk outside the aquarium, then proceed to walk north on Lone Peak Parkway for 0.5 miles. Then take a left on Inauguration Road, and walk for approximately 0.1 miles. The park will be on the left. We realize weather may present a challenge and apologize for any inconvenience.

### **Background for Teachers**

Tides provide a vivid example of how the force of gravity affects the environment of our oceans and also provide a vehicle for discussions about the sun and moon, and the interactions between them and our earth. Discussion about light and heat as well as living and non-living things come about as a natural exploration of the elements of aquatic habitats.

### **Intended Learning Outcomes/Measurable Objectives**

Students will be exposed to the objectives listed from the Core Standards, and by the end of the experience be able to articulate in oral review an understanding of the concepts taught. Also, through use of a written worksheet, the students will demonstrate skills of visual observation, reading, and listening by answering questions relating to the Core Standards for their grade level.

#### **Connecting ←<sup>to the</sup>→ Core Standards**

Here's where your EcoVenture Class connects with the Utah State Core Curriculum.

**The main intent of science instruction in Utah is that students will value and use science as a process of obtaining knowledge based upon observable evidence.**

## Science Benchmark

Earth orbits around the sun, and the moon orbits around Earth. Earth is spherical in shape and rotates on its axis to produce the night and day cycle.

**STANDARD I:** Students will understand that the shape of Earth and the moon are spherical and that Earth rotates on its axis to produce the appearance of the sun and moon moving through the sky.

**Objective 1:** Describe the appearance of Earth and the moon.

- Describe the shape of Earth and the moon as spherical.

**Objective 2:** Describe the movement of Earth and the moon and the apparent movement of other bodies through the sky.

- Describe the motions of Earth (i.e., the rotation [spinning] of Earth on its axis, the revolution [orbit] of Earth around the sun).
- Use a model of Earth to demonstrate that Earth rotates on its axis once every 24 hours to produce the night and day cycle. (**Also, tide cycle**)

### Science language students should use:

model, orbit, sphere, moon, axis, rotation, revolution, appearance

## Science Benchmark

For any particular environment, some types of plants and animals survive well, some survive less well and some cannot survive at all. Organisms in an environment interact with their environment. Models can be used to investigate these interactions.

**STANDARD II:** Students will understand that organisms depend on living and nonliving things within their environment.

**Objective 1:** Classify living and nonliving things in an environment.

- Identify characteristics of living things (i.e. growth, movement, reproduction).
- Identify characteristics of nonliving things.
- Classify living and nonliving things in an environment.

**Objective 2:** Describe the interactions between living and nonliving things in a small environment.

- Identify living and nonliving things in a small environment (e.g. terrarium, **aquarium**, flowerbed) composed of living and nonliving things.
- Predict the effects of changes in the environment (e.g. temperature, light, moisture) on a living organism.
- Pose a question about the interaction between living and nonliving things in the environment that could be investigated by observation.

### Science language students should use:

environment, interaction, living, nonliving, organism, survive, observe, terrarium, aquarium, temperature, moisture, small-scale

## **Science Benchmark**

Forces cause changes in the speed or direction of the motion of an object. Earth's gravity pulls objects toward it without touching them.

**STANDARD III:** Students will understand the relationship between the force applied to an object and the resulting motion of the object.

**Objective 2:** Demonstrate that the greater the force applied to an object, the greater the change in speed or direction of the object.

- e. Show how these concepts apply to various activities (e.g., batting a ball, kicking a ball, hitting a golf ball with a golf club) in terms of force, motion, speed, direction, and distance (e.g. slow, fast, hit hard, hit soft). **Tidal Changes**

**STANDARD IV:** Students will understand that objects near Earth are pulled toward Earth by gravity.

**Objective 2:** Describe the effects of gravity on the motion of an object.

- c. Pose questions about gravity and forces.

### **Science language students should use:**

distance, force, gravity, weight, motion, speed, direction

## **Science Benchmark**

Light is produced by the sun and observed on Earth. Living organisms use heat and light from the sun.

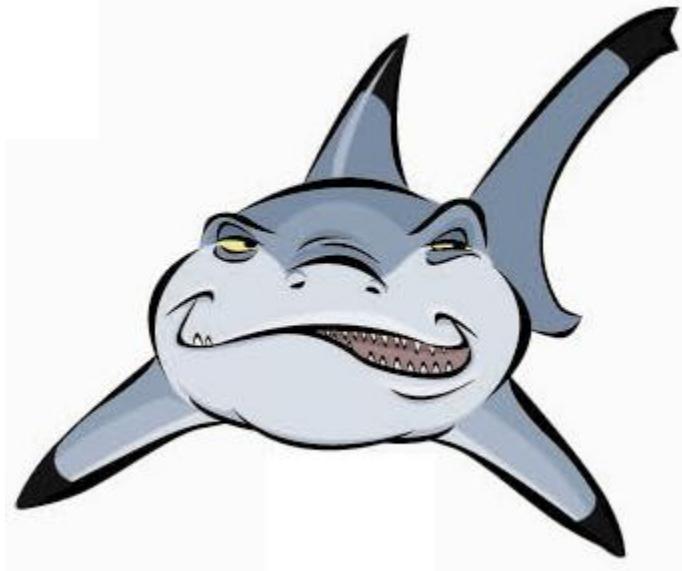
**STANDARD V:** Students will understand that the sun is the main source of heat and light for things living on Earth. They will also understand that the motion of rubbing objects together may produce heat.

**Objective 1:** Provide evidence showing that the sun is the source of heat and light for Earth.

- b. Observe and report how sunlight affects plant growth.
- c. Provide examples of how sunlight affects people and animals by providing heat and light.
- d. Identify and discuss as a class some misconceptions about heat sources (e.g. clothes do not produce heat, ice cubes do not give off cold).

### **Science language students should use:**

temperature, degrees, misconception, heat source



## Pre-Visit Resources

The following pages offer pre-visit information you can use in the classroom before your visit to Loveland Living Planet Aquarium. These resources correlate with material that will be covered in your EcoVenture Class or in post-visit materials. There may also be links to UEN's website for additional information. As a suggestion, if you have internet access for your class, you can visit our website to let the children investigate what we have to offer. Here is the link: <http://www.thelivingplanet.com>

## 3<sup>rd</sup> Grade Science Vocabulary

Students will be exposed to these terms in one form or another during your visit or in the post-visit materials.

Please review them with the students as part of your preparation.

This list is taken from the State Core for 3<sup>rd</sup> Grade Science

1. **model:** a usually miniature representation of something; *also* : a pattern of something to be made: an example for imitation
2. **sphere:** **a:** a globe-shaped body: BALL, GLOBE, **b** : a solid geometric shape whose surface is made up of all the points that are an equal distance from the point that is the shape's center.
3. **moon:** the earth's natural satellite that shines by reflecting light from the sun
4. **axis:** a straight line about which a body or a geometric figure rotates or may be supposed to rotate.
5. **rotation:** **a** : the act of rotating especially on an axis, **b** : one complete turn
6. **appearance:** the way someone or something looks
7. **environment:** all the factors (as soil, climate, and living things) that influence the form and the ability to survive of a plant or animal or ecological community
8. **interaction:** the action or influence of people, groups, or things on one another
9. **living:** Exhibiting the following characteristics: feeding, movement, respiration,
10. **organism:** an individual living thing that carries on the activities of life
11. **survive:** to remain alive : continue to exist
12. **observe:** to watch carefully <*observed* how the food was prepared> **b** : to make a scientific observation of <*observe* an eclipse>
13. **terrarium:** a transparent enclosure used for keeping/ observing small animals and plants indoors
14. **aquarium:** a container (as a glass tank) in which living water animals or plants are kept; *also* : an establishment where collections of such animals or plants are kept and shown -- as in **Loveland Living Planet Aquarium!**
15. **moisture:** a small amount of liquid that causes moistness or dampness.
16. **force:** an influence (as a push or pull) that tends to produce a change in the speed or direction of motion of something <the **force** of gravity>
17. **gravity:** a force of attraction between particles or bodies that occurs because of their mass, is stronger as mass is increased, and is weaker as the distance between the objects is increased. Gravity keeps us from floating out into space and gives us our weight.
18. **temperature:** the degree of hotness or coldness of something (as air, water, or the body) as shown by a thermometer.
19. **degree:** one of the divisions marked on a measuring instrument (as a thermometer)
20. **misconception:** a wrong or mistaken idea
21. **heat source:** where heat is coming from (the sun is a heat source for the earth)
22. **tide:** the alternate rising and falling of the surface of the ocean that occurs twice a day and is caused by the gravitational attraction of the sun and moon occurring unequally on different parts of the earth
23. **non-living:** things which do not exhibit all of the characteristics of living things, this category includes those things that were **once alive**.

# The Seven Characteristics of Living Things

## Feed

All living organisms need to take substances from their environment to obtain energy, to grow and to stay healthy.

## Move

All living organisms show movement of one kind or another. All living organisms have internal movement, which means that they have the ability of moving substances from one part of their body to another. Some living organisms show external movement as well - they can move from place to place by walking, flying or swimming.

## Breathe

All living things exchange gases with their environment. Animals take in oxygen and breathe out carbon dioxide. Plants take in carbon dioxide and breathe out oxygen.

## Produce Waste

If waste remained inside the organism, it could be poisonous. Dead leaves are an example of waste produced from a plant. Humans excrete waste when we breathe out (carbon dioxide). All living things need to remove waste from their bodies to stay healthy.

## Grow

When living things feed, they gain energy. Some of this energy is used in growth. Living things become larger and more complex organisms as they grow.

## React

Living things react to changes around them. We react to touch, light, heat, cold and sound, as do other living things.

## Reproduce

All living things produce young. Dogs make puppies, cats produce kittens and pigeons lay eggs. Plants also reproduce. Many make seeds which can germinate and grow into new plants.

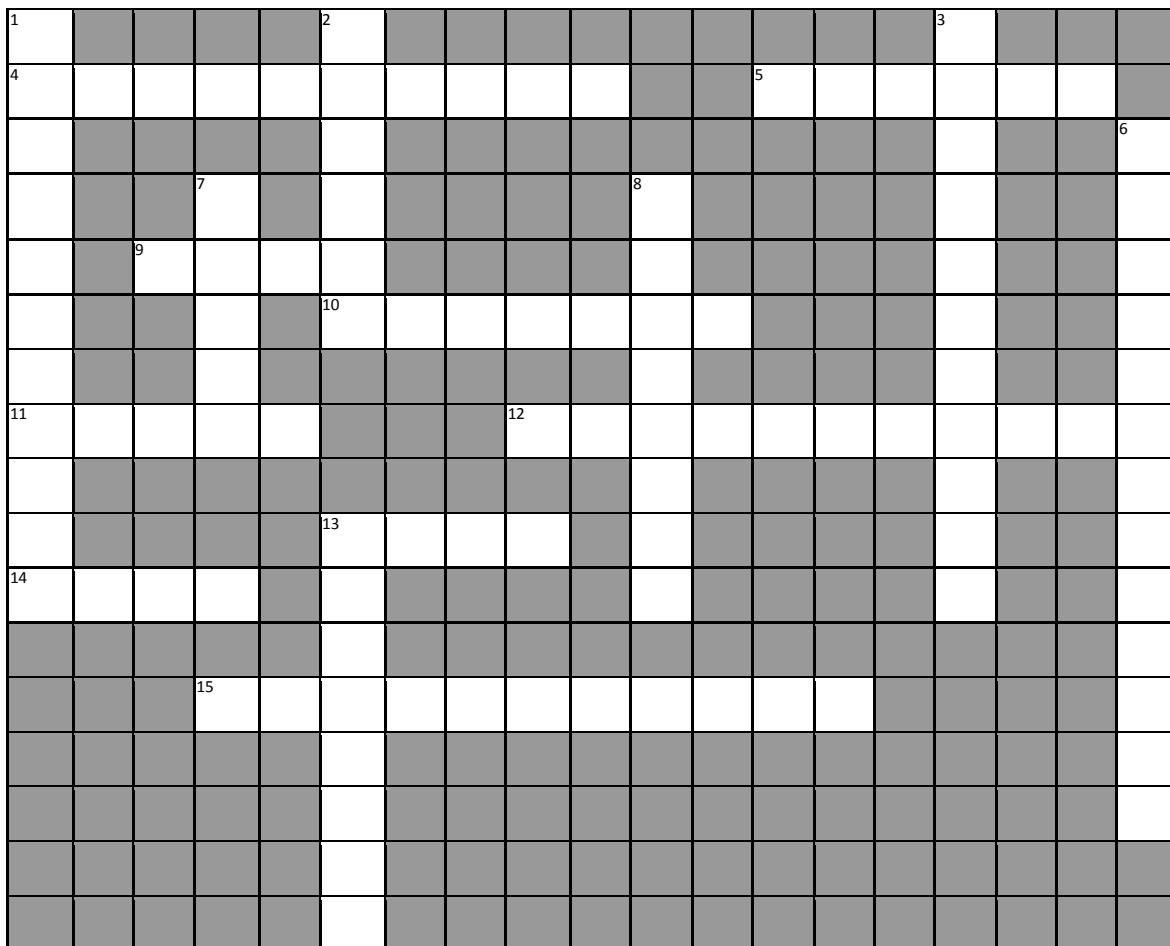
## Non-Living Things

Sand, wood and glass are all non-living things. They do not exhibit all seven of the characteristics listed above. Non-living things can be divided into two groups:

1. Those that were never part of a living thing, such as stone and gold.
2. Those that were once part of living things. Coal is a good example. Coal was formed when trees died and sank into the soft ground. This happened many millions of years ago when the Earth was covered with forests. Paper is non-living, but it is also made from trees. Jam is also non-living, but is made from the fruit of a plant.

## Vocabulary Word Search

The words below are from your **3<sup>rd</sup> Grade Vocabulary**.  
Use the definitions on the next page to fill in the puzzle.



Model Sphere Moon Axis Rotation Environment  
Interaction Living Aquarium Force Gravity Temperature  
Misconception Heat Source Tide Non-Living

**ACROSS**

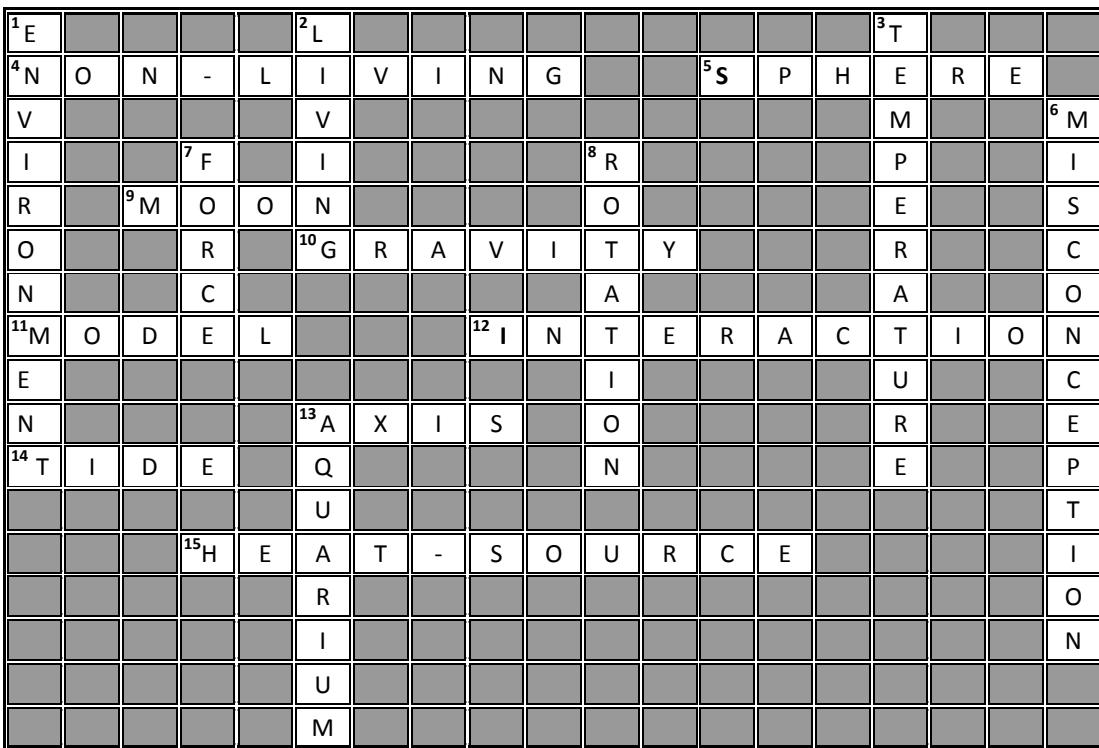
4. Examples are: Sand, sunlight, air, water, coal, dead wood
5. A globe-shaped body: Ball
9. The Earth's natural satellite that shines by reflecting light from the sun.
10. A force of attraction that occurs between particles or bodies because of their mass.
11. A representation of something else. Usually a miniature.
12. The action or influence of people, groups, or things on one another.
13. A straight line about which a body or geometric figure rotates. Ex. The Earth's \_\_\_\_\_!
14. The regular rise and fall of the surface of the ocean twice each day. Caused by a force, not of this earth.
15. Where heat is coming from. The sun is this for the earth.

**DOWN**

1. The place where something lives which includes air, sunlight, water and other non-living things as well as living things.
2. Things that exhibit all of the following characteristics: Feeding, Movement, Breathing or Respiration, Excretion (waste), Growth, Reproduction, Sensitivity (reacts to changes around them.)
3. The degree of hotness or coldness of something (as air, water or the body) as measured by a thermometer.
6. A wrong or mistaken idea.
7. An influence (as a push or pull) that tends to change the speed, direction or motion of something. Ex. Gravity
8. One complete turn. The act of turning, especially on an axis.
13. A container (as a glass tank) in which living, water animals and plants are kept; also an establishment where collections of such animals or plants are kept and shown as in Loveland Living Planet Aquarium!

# Vocabulary Word Search

## Answer Key



## Going on a Living and Non-Living Scavenger Hunt

The “**Student Research Booklet**” contains an activity page that asks students to look at their home and school environment and identify some of the living and non-living elements they discover. This activity is an adaptation of lesson materials found on the UEN website for 3<sup>rd</sup> grade lesson plans. You can see the lesson plan in full by following the link listed below.

<http://www.uen.org/Lessonplan/preview.cgi?LPid=10989>



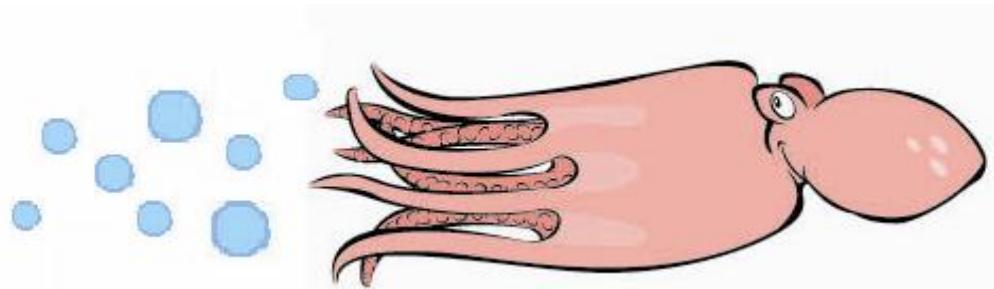
**Students are encouraged to share what they have found on their explorations in class discussion or in small group discussion. You might consider writing discoveries on the chalk board.**

The place where creatures live is called an **Environment** or **Habitat**. It includes things that are alive, and things that are not alive. You’ve learned from your **Field Trip Vocabulary** how to tell the difference between living and non-living right?

As humans, we live, work and play in different types of environments in a single day.

**Here’s your Assignment:** Observe and record, in the table below, the Living and Non-Living things you see in your school and home habitat.

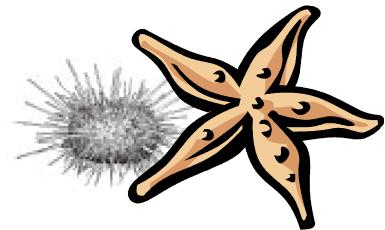
Home	School
Living	Living
Non-living	Non-living



## Now, you're off to Loveland Living Planet Aquarium

**Remember to use your checklist to help you on this day.**

You should take some time to share copies of the Chaperone page with each adult leader as well as the aquarium layout map. Remember that teachers are free and you get one **additional** adult free for every 10 students. Any adults above this 1:10 ratio will need to pay a fee upon arrival.



## Post–Visit Resources

### 3<sup>rd</sup> Grade: Disguise! Disguise!

Author: Utah Lesson Plans

The following lesson materials are intended to help you extend learning from your field trip back into the classroom.

#### **Curriculum Tie: Mathematics**

3rd Grade

Standard V

Objective 1

#### **Summary:**

Students will learn how some animals disguise or camouflage themselves as a form of protection.

#### **Main Curriculum Tie:**

Science - 3rd Grade

#### **Standard II: Objective 2**

Describe the interactions between living and nonliving things in a small environment.

#### **Materials:**

*For each pair of students:*

- One of each color (yellow, green, and brown construction paper cut into 1 inch squares placed in a bag)
- 11" x 18" sheet of yellow, green, and brown construction paper
- [Disguise! Disguise! record page](#) (pdf)

#### **Goin' on a Worm Hunt**

- 100 four-inch pieces of yarn of each color (green, brown, tan, red, and yellow)

*For each student:*

- Plastic sandwich bag
- Pencil and paper
- [Disguise! Disguise! record page](#) (pdf)

## **Camobug Quest**

*For each student:*

- [Camoubugs pattern \(pdf\)](#) **or you can cut out a fish shape.**
- Crayons, markers, or colored pencils

### **Additional Resources:**

- *Books Hide and Seek*, by National Geographic; ISBN 0792271025
- *I See Animals Hiding*, by Jim Arnosky; ISBN 0606196080
- *What Color is Camouflage?*, by Carolyn B. Otto; ISBN 0064451607
- *Nature's Tricksters: Animals and Plants That Aren't What They Seem*, by Marie Batten; ISBN 0316083712

### **Attachments:**

- [disguise\\_disguise.pdf](#)
- [camoubugs.pdf](#)

### **Web Sites:**

- [Why Polar Bears Are White](#)
- [How Animal Camouflage Works](#)
- [Exploring Hide and Seek](#)

### **Background For Teachers:**

Some animals are so cleverly disguised that enemies walk right past without seeing them. These disguises are part of their strategies for survival. Animals whose disguises help them avoid being discovered by their enemies will live longer and produce more offspring. Hunters can profit from disguise, too. If you can look like a dead leaf, your prey may well come within arm's reach.

## **Intended Learning Outcomes:**

1. Use Science Process and Thinking Skills
2. Manifest Scientific Attitudes and Interests
3. Understand Science Concepts and Principles
4. Communicate Effectively Using Science Language and Reasoning

## **Instructional Procedures:**

### **Invitation to Learn**

Pass out white boards or paper and have students draw or write how animals protect themselves in nature. Discuss what camouflage means (how animals disguise themselves by blending into their surroundings).

1. Read a book about camouflage to the class.
2. Assign partners and pass out materials.
3. Have students predict how many squares they can pick up in five seconds on green paper, recording their predictions on the *Disguise! Disguise!* record page. While one student closes his/her eyes, the other student places all of the colored squares onto the large green paper.
4. When the student opens his/her eyes s/he has five seconds to grab as many colored squares as s/he can. Record number of each color grabbed.
5. Students change jobs and do again. Repeat until they have done each color once.

## **Extensions:**

### **Goin' on a Worm Hunt**

1. Sprinkle the worms (yarn pieces) in a grassy area of the schoolyard.
2. Have students predict how many worms of each color they will pick up using the *Disguise! Disguise!* record page.
3. Send students on a worm hunt, challenging them to see how many worms they can find. Allow a short period of time for students to hunt for the worms and then end the hunt.
4. Students make a tally chart of the number of worms of each color they found.
5. Discuss with the students what they learned from the hunt? What color worms were most easily found?
6. Students graph their results using a pictograph to help illustrate how well camouflage works.

## Camobug Quest

1. Discuss with students how some animals use patterns to help them blend in with their environment. Show pictures if available.
2. Give each student a copy of the *Camobugs* pattern.
3. Challenge each student to select a “hiding” spot somewhere in the classroom. They may decide on part of the wall, floor, a cabinet, shelf, book, bulletin board, etc. Encourage students to choose a location that has a color, texture, or pattern that they are able to copy. The goal is to disguise their camoubug so well that it can “hide” in this special classroom site.
4. Have students use crayons and scissors to camouflage their bug. Have students arrange books around the edges of their desktop to keep their camouflaging work a secret.
5. When the disguise is complete, have students cut out the bug, write their name on the back, and then line up in the hallway outside the classroom. Allow one, or as many students as you would like, to go back into the room and tape their bug to their chosen spot. When all the bugs have been attached, you are ready to go on a quest for the camoubugs.
6. At this point there are several ways you can go on your quest. A student may be selected to find a bug. When s/he finds a bug the student whose name is on the back looks for the next bug. Or, you can ask the principal to come in and see how many s/he can find in a given amount of time. Or, have students silently locate as many bugs as possible within a set period of time, and list the location on a small sheet of paper. Analyze the results of the search using tally marks on the chalkboard—one mark for each time a bug was spotted. Were there any camoubugs that could not be found?

## Family Connections

- Students share their camoubug with their families.
- Read books about camouflage.

## Assessment Plan:

- Make observations of student’s ability to camouflage his/her bug.
- Students work in groups to make a diorama of an animal hiding in its surroundings.

## Author:

Utah LessonPlans **Created Date :** Sep 30 2004 15:19 PM

## Web Sites for Fun

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**All links are suggested resources only.** Loveland Living Planet Aquarium does not specifically endorse any of the following sites or organizations. If a link does not work you can try copying and pasting the URL into your web browser.

### Planet Ocean

<http://school.discoveryeducation.com/schooladventures/planetocean/index.html>

Discover what it takes for amazing ocean animals to survive this underwater world.

### Secrets@Sea

<http://www.secretseatsea.org/>

Help track down ocean pollution in this mystery game. Designed for students in grades 4 to 7. Requires Shockwave Flash and Java.

### Jason Project

[www.jason.org](http://www.jason.org)

Visit this site to explore ocean facts

### From the makers of the Blue Planet series of videos

<http://www.bbc.co.uk/sn/>

Wide array of resources not only on the ocean but on all areas of science. Also offers fun educational online games.

### Steve Spangler Science

<http://www.stevespanglerscience.com/>

This site has a large number of hands-on science experiments and materials for students and teachers. There are videos, tutorials and products that can be purchased for activities and science fair projects.

### Sheppard Software

<http://www.sheppardsoftware.com/>

Lots of games, activities, and articles for elementary school students.

## Books to Include

### **Big Blue Ocean**

By Bill Nye – Ages 8 & up

### **Coral Reef**

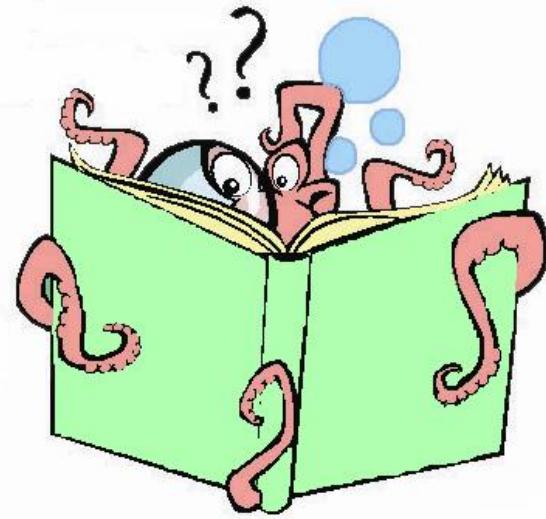
By Barbara Taylor – Ages 7 & up

### **Ocean (Eye Wonder book)**

By Samantha Gray - Ages 7 & up

### **Sign of the Seahorse**

By Graeme Base – Ages 8 & up



### **What Do You See Under the Sea**

By Bobby Kalman – 6 & up

### **What Makes an Ocean Wave?**

By Melvin and Gilda Berger – Ages 8 & up

Thank you for bringing your class.  
We look forward to serving you again!

