MARINE BIOLOGY

3–8 Science Unit Study



THE GOOD AND THE BEAUTIFUL

Marine Biology

CREATED BY THE GOOD AND THE BEAUTIFUL TEAM

Table of Contents

Unit Information ii

Read-Aloud Book Pack and Correlated Books iii

Grades 7–8 Lesson Extensions iv

Supplies Needed v

Vocabulary vii

Lesson 1: Ocean Characteristics 1

Lesson 2: Ocean Zones 7

Lesson 3: Tides and Intertidal Zones 12

Lesson 4: Marine Life 15

Lesson 5: Coral Reefs 17

Lesson 6: Marine Invertebrates, Part 1 24

Lesson 7: Marine Invertebrates, Part 2 29

Lesson 8: Marine Reptiles 33

Lesson 9: Fish 39

Lesson 10: Sharks 43

Lesson 11: Marine Mammals, Part 1 50

Lesson 12: Marine Mammals, Part 2 54

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Unit Information

Science Journal

All The Good and the Beautiful science units include activities in a student journal. Each student should have his or her own student journal, and the parent or teacher will direct the student regarding when to complete the activities as directed in the lessons. Science journals can be purchased by going to **goodandbeautiful.com/collections/science-health** and clicking on the Marine Biology unit link.

Science Wall

All The Good and the Beautiful science units include vocabulary words to be placed on your science wall, which is a wall or trifold presentation board in your learning area to which you can attach the vocabulary words and other images. ***Cut out the vocabulary word cards at the beginning of the unit.*** The course will indicate when to place them on the wall.

Lesson Preparation

All The Good and the Beautiful science units include easy-to-follow lesson preparation directions at the beginning of each lesson.

Activities and Experiments

Many of The Good and the Beautiful science lessons involve hands-on activities and experiments. **Adult supervision is recommended for all activities and experiments as some require sharp objects, heat sources, or small objects that could be a choking hazard for young children.**

Experiment Videos

Go to **goodandbeautiful.com/sciencevideos** and click on the *Marine Biology* link or use the Good and Beautiful Homeschool app to see videos of experiments used in this unit. This is a convenient way to watch experiments that may be more complicated. Children often learn best through hands-on experience; therefore, this unit includes a supply list and instructions for all experiments, and you may choose to do as many as you wish.

Unit Videos

Some lessons include videos that were created by The Good and the Beautiful. Have a device available that is capable of playing the videos from **goodandbeautiful.com/sciencevideos** or from the Good and Beautiful Homeschool app.

Content for Older Children

Some lessons include extra content that is more applicable for older children (grades 7–8). Parents or teachers may choose to skip this content if instructing only younger children.

Content for Younger Children

Some lessons include extra content that is more applicable for younger children (grades 3–6). Parents or teachers may choose to skip this content if instructing only older children.

Versions

New discoveries in marine biology are being made on an ongoing basis. This course is reviewed and revised periodically to keep the information as up-to-date as possible. This version is the third edition of this unit.

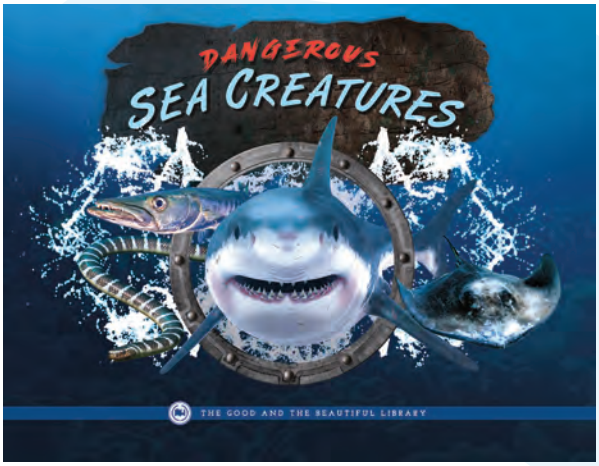
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Read-Aloud Book Pack

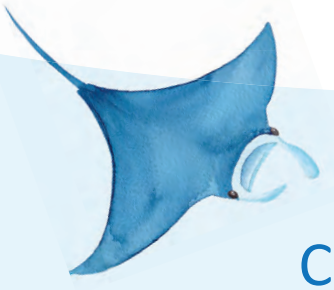
The two books below are optional read-aloud books that complement this unit. These books can be purchased as a book pack by going to **goodandbeautiful.com/collections/science-health** and clicking on the *Marine Biology* link.



Dive! Explore Coral Reefs Around the World
by Sue Stuever and Kelley Williams

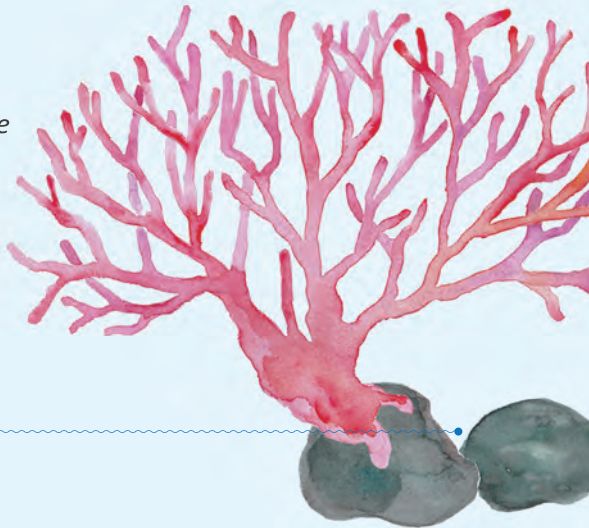


Dangerous Sea Creatures
by The Good and the Beautiful Team



CORRELATED BOOKS

The Good and the Beautiful Bookshop has several books that correlate well with the *Marine Biology* unit. It can be a wonderful experience for children to read books on their levels related to the subjects they are learning in science. The bookshop includes both fiction and nonfiction books that are organized according to reading level. Find these correlated books by going to **goodandbeautiful.com/collections/science-health** and clicking on the *Marine Biology* science unit product page.



GRADES 7–8

Lesson Extensions

How the Extensions Work

Each lesson has an optional lesson extension for children in grades 7–8. Complete the lesson with all the children, and then have the older children complete the self-directed lesson extension. These extensions are located in the *Grades 7–8 Marine Biology Student Journal*.

Answer Key

The answer key for the lesson extensions can be found on the free Good and Beautiful Homeschool app in the science section. Visit **goodandbeautiful.com/apps** for information on accessing the app. The app can be accessed from a computer, phone, or tablet.

Flexibility

The amount of time it will take to complete each lesson extension will vary for each child. The average time is about 10–15 minutes per extension. Parents/teachers and children may choose to omit parts of the lesson extension if desired. Encourage the children to stretch their capabilities, but also reduce work if needed.

Taking Notes

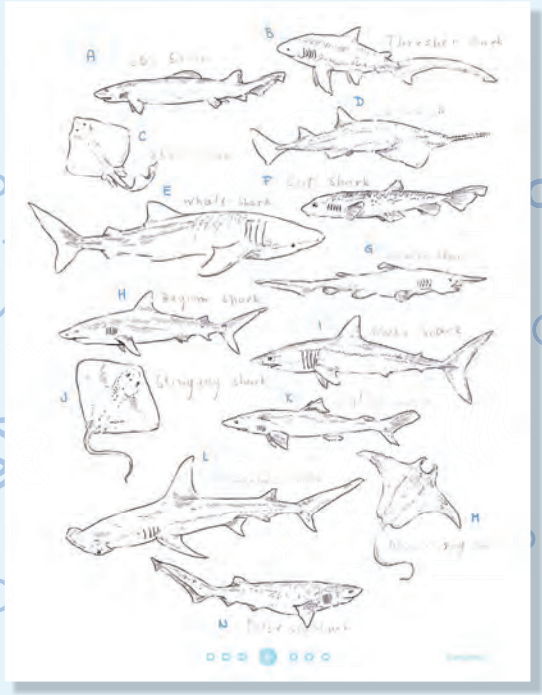
Some of the grades 7–8 lesson extensions have the children summarize the material read. Teach the children to look for key information, summarizing the most important points. Students can also add notes with their thoughts and the facts that are most interesting to them.

Optional Grades 7–8 Reading Book

We recommend *Explore the Ocean Floor* by Ileana Board as extra reading for students in grades 7–8. This book can be purchased by going to **goodandbeautiful.com/collections/science-health** and clicking on the *Marine Biology* unit link.



Explore the Ocean Floor
by Ileana Board



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Supplies Needed

This section is divided into supplies needed for **activities** and supplies needed for **experiments**. If you would prefer to watch the experiments instead of performing them, you can watch all the experiments at **goodandbeautiful.com/sciencevideos**. The activities, however, are not filmed.

Lesson 1

NOTE: Before beginning this lesson, fill a pitcher with tap water. Add 2–3 drops of blue food coloring. Pour the mixture into an ice-cube tray and freeze for 3–4 hours.

- Globe or map
- Pitcher
- Blue food coloring
- Ice-cube tray
- 9"x13" glass baking dish
- 3 tall glasses or jars
- 8 Tbsp salt
- 8 Tbsp sugar
- Spoon
- 3 fresh eggs
- Dry-erase marker
- Water (including warm tap water)

Lesson 2

- Glue stick
- Scissors

Lesson 3

- 15 unlined index cards for each child
- Crayons, pens, markers, or other drawing materials
- Stapler or binder clip
- Variety pack of seashells (with starfish and sand dollars, if possible), available at craft stores or online

Lesson 5

- Colored pencils or crayons

Lesson 6

- Colored pencils or crayons

Lesson 7

- "My Marine Invertebrates Booklet" in the student journal from the previous lesson
- Colored pencils or crayons

Lesson 8

- Scissors

Lesson 9

- Glue stick
- Scissors

Lesson 10

- Scissors
- Glue stick (optional)
- 1 small can of tomato juice or bottle of lemon juice
- Tablespoon and teaspoon measuring spoons
- Permanent marker
- 8 paper cups
- Water

Lesson 11

- Water
- About 2 c ice
- About 2 c shortening
- 4 quart-sized zipper bags
- Large mixing bowl
- Timer/stopwatch
- Spoon
- Permanent marker

SUPPLIES NEEDED

(CONTINUED)

Lesson 12

- Skein of yarn or sidewalk chalk
- Measuring tape (optional)
- Scissors
- Glue stick
- Hair comb
- Water
- Small bowl
- Cup
- Handful of cereal, grapes, raisins, or other small food items

Vocabulary

Instructions: Cut out the vocabulary cards in this section. Place them on your science wall when prompted to do so in the lessons. Review the vocabulary words several times during this unit and, if desired, at various times throughout the school year.

Marine Biology

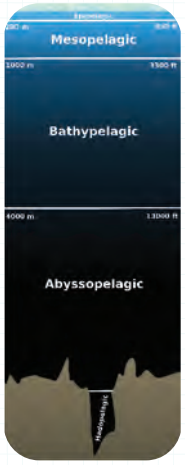
the branch of science that investigates the organisms that live in salt water

Ocean



a large area of sea typically divided into geographic locations: Atlantic, Pacific, Indian, Arctic, and Southern

Oceanic Pelagic Zones



water in the open ocean divided into different zones based upon how much sunlight reaches that depth of water

High Tide

when ocean water reaches the highest point along the shore due to the gravitational pull of the moon and sun

Low Tide

when ocean water reaches the lowest point along the shore due to the gravitational pull of the moon and sun



Intertidal Zone

the area of the ocean shore found between the high tide and the low tide



Tide Pool

a shallow body of water that remains within rocks along the intertidal zone during low tide



Coral Colony

coral polyps that grow together in a group



Coral Reef

a limestone ridge that is formed from hard coral

Invertebrates

animals with no backbone or spinal column





Vertebrates

animals with a backbone
or spinal column



Schooling

when a group of fish swims
together in the same direction
in a synchronized manner

Shoaling

when a group of fish lives together
for social aspects

Migration

when animals move to a new place based
upon the seasons

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Toothed Whales

cetaceans that have teeth; these include beaked whales, porpoises, and dolphins



Baleen Whales

cetaceans that filter feed and have baleen plates instead of teeth; these whales are usually larger than toothed whales

Echolocation

the ability of an animal to find the location of an object by making a sound and hearing the sound reflected

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Ocean Characteristics

Objective

Help the children understand the characteristics of the oceans God created.



Preparation:

- ☐ Fill a pitcher with tap water. Add 2–3 drops of blue food coloring. Pour the mixture into an ice-cube tray and freeze for 3–4 hours.

Activity Supplies:

- Globe or map

Experiment Supplies:

- Pitcher
- Blue food coloring
- Ice-cube tray
- 9"x13" glass baking dish
- 3 tall glasses or jars
- 8 Tbsp salt
- 8 Tbsp sugar
- Spoon
- 3 fresh eggs
- Dry-erase marker
- Water (including warm tap water)

☐ Ocean Painting Study

Have the children stand up with their arms outstretched. Show them the painting of an ocean included at the end of this lesson.

Read to the children: Imagine that we are all standing safely on the top of these cliffs overlooking the ocean, feeling and smelling the fresh, salty sea wind; hearing the crying seagulls and crashing waves; and gazing out across the mighty, seemingly endless ocean. It's hard not to feel wonder and awe when we behold the mighty ocean.

In this science unit, we will experience even more awe and wonder as we explore not just what we see on the surface of the ocean, but also the wonders in it. Can you guess how much of the earth is covered by oceans? About 71% of the surface of the earth is covered by oceans! In each of the upcoming lessons, we will discover the abundant treasures of the ocean and the variety of plants and animals God created to live in the ocean.

☐ Science Wall

Place the vocabulary cards MARINE BIOLOGY and OCEAN on your science wall. Read and discuss the words and definitions.



☐ Oceans of the World Activity

Display a globe or map of Earth and, with the children, find the oceans. Read to the children: How much of the earth is covered by water? [71%] What do you notice about the oceans on the earth? Do you notice that all the oceans are connected together? **Have the children use their fingers to trace a path connecting all the oceans.** Some scientists now consider this to form one "world

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3. **Rinse the spoon. Then in the glass labeled "Sugar Water," add 8 Tbsp sugar and stir.**

Read to the children: We are going to place one egg in each glass. **Do not place the eggs yet.** What do you predict will happen when we place an egg in each glass? Your prediction is called a *hypothesis*. Turn to the "How Salt Affects Buoyancy Experiment" page in Lesson 1 of your student journals, and then draw or write your hypothesis in the "My Hypothesis" portion.

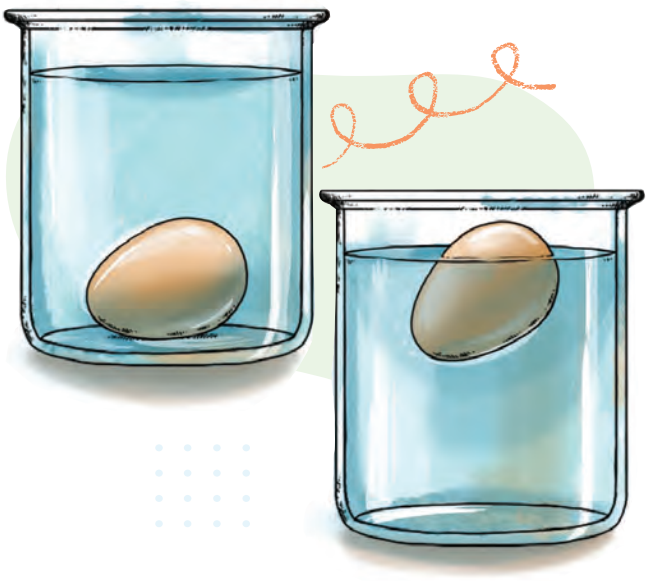
With a spoon, carefully place a fresh egg in the glass labeled "Control." Slowly remove the spoon from underneath the egg and observe what happens. Repeat this step with each glass.

Discuss what the children observed and have them record their observations in the "My Results" portion on the "How Salt Affects Buoyancy Experiment" sheet.

Read to the children: Why do you think the egg in the salt water floated, but the egg in the control glass did not float? The *density* of an object is what determines if it sinks or floats. Density is the amount of weight an object has in relation to its size. For example, imagine I have a bowling ball and a balloon that are exactly the same size. Which is heavier? The bowling ball is heavier. It is denser than the balloon, so its weight is different, even though they are the same size.

Water also has a density. An object will float if it is less dense than water. An egg is denser than water, so it will sink. However, when we added salt to the water, it increased the density of the water, giving it more weight, so the egg floated. (The amount of salt in the water is referred to as *salinity*.)

How would you describe the density of the sugar water? [It is less dense than salt water, but denser than regular water.] The salinity of water and therefore its density, which is greater than fresh water, explains why things float more easily in the ocean. The ocean has a salinity rate of 3.5%.



Show the children the picture of the Dead Sea on this page. The Dead Sea, which borders Jordan and Israel, has a salinity of 34% and is famous for its extremely high density of salt water. People can float in the Dead Sea without much effort. The Great Salt Lake in Utah, USA, ranges in salinity between 5% and 27% depending on the conditions and depth. The Great Salt Lake is also known for how easily it allows people and objects to float.

☐ Lesson 1 Extension

7-8

Have students grades 7–8 complete the self-directed Lesson 1 extension titled "What a Colorful Cargo Spill Taught Us About Ocean Currents" in their student journals.





"Rocky Cliff with Stormy Sea, Cornwall" by William Trost Richards (1833–1905), 1902

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MARINE BIOLOGY
LESSON 3

TIDES AND INTERTIDAL ZONES

Objective

Help the children understand the tides and the intertidal zones.



Preparation:

- ☐ None

Activity Supplies:

- 15 unlined index cards for each child
- Crayons, pens, markers, or other drawing materials
- Stapler or binder clip
- Variety pack of seashells (with starfish and sand dollars, if possible), available at craft stores or online

☐ Sea Discussion

Have a child read the following quote, and then discuss what it means.

> "The ocean stirs the heart, inspires the imagination, and brings eternal joy to the soul."
>
> —Robert Wyland

Read to the children: In the Bible we read, "And God called the dry land Earth; and the gathering together of the waters called he Seas: and God saw that it was good" (Genesis 1:10). In this lesson we are going to talk about the shore, which is the place where dry land and seas meet, and the habitats that are found there.

☐ Poetry Reading

Read the poem "A Life on the Ocean Wave" by Epes Sargent at the end of this lesson, and then discuss the following with the children:

Where does the poem say that home is? What animals are discussed in the poem? What other animals do you think live near the shore?

☐ Ocean Tides

Read to the children: Twice each day the ocean tides flow up the shore. Do you know what a tide is? A tide is the rising and falling of the ocean water against the shore. The water is high on the shoreline during ***high tide***, and it is low on the shoreline during ***low tide***. This happens because a bulge is created in the ocean from the gravitational pull of the moon and the sun. The water on the sides of the earth that face toward and away from the moon feel a stronger force, or pull, on them. This motion creates a low tide and a high tide twice each day, with one slightly higher than the other.

☐ Tide Flip-Book Activity

Have the children draw a simple beach picture with the water at a low level on one index card. (This represents low tide.) On the next, have them draw the same picture with the water at a slightly higher level on the sand. They should continue drawing slight increases in the water height until the eighth index card. (This card represents high tide.) Then have the children begin drawing the water receding from the sand gradually, until it is back at the beginning level. Place a binder

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Read to the children: These are skeletons of creatures that live within the intertidal zone. Looking at their skeletons, what characteristics do you notice that would allow them to live in their changing environment? [Discuss size, shape, color, and other characteristics—such as how a starfish's tube feet help it adhere to rocks in the tide pool, the shape of shells can help animals avoid drying out, spiral-shaped shells can become homes to hermit crabs or other small creatures, and a shell's color can help protect a sea creature against predators by blending into its environment.] ***Note:* In most places it is illegal to take live sand dollars from their environment.**

Other organisms that live in the intertidal zone include barnacles, mussels, sea anemones, hermit crabs, crabs, sea sponges, sea lettuces, sea cucumbers, sea urchins, algae, and sea birds. We will continue to learn more about these amazing organisms God has created in upcoming lessons.

☐ **Lesson 3 Extension**

7–8

Have students grades 7–8 complete the self-directed Lesson 3 extension titled "The Ocean's Life-Sustaining Movements" in their student journals.

A Life on the Ocean Wave

By Epes Sargent (1813–1880)

A life on the ocean wave,
A home on the rolling deep,
Where the scattered waters rave,
And the winds their revels keep!
Like an eagle caged, I pine
On this dull, unchanging shore:
Oh! give me the flashing brine,
The spray and the tempest's roar!
Once more on the deck I stand
Of my own swift-gliding craft:
Set sail! farewell to the land!
The gale follows fair abaft.

We shoot through the sparkling foam
Like an ocean-bird set free;—
Like the ocean-bird, our home
We'll find far out on the sea.
The land is no longer in view,
The clouds have begun to frown;
But with a stout vessel and crew,
We'll say, Let the storm come down!
And the song of our hearts shall be,
While the winds and the waters rave,
A home on the rolling sea!
A life on the ocean wave!

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Coral Picture Activity







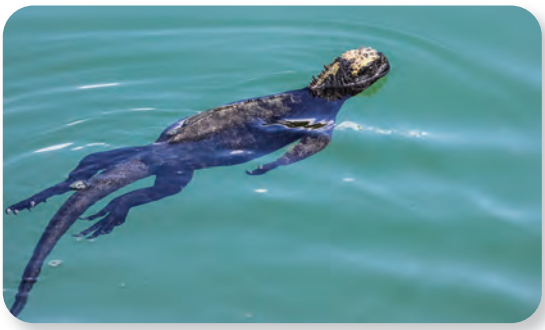


The first one is called the saltwater crocodile. Most crocodiles live in fresh water, but there are a few that live in salt water. Some species are less aggressive than others, and some crocodilian mothers build a nest for their eggs and guard them until they hatch.





Another marine reptile is the sea snake. These snakes have flat tails that work like paddles to help them swim. They also have flaps that close down over their noses when they swim so that water does not flow in. Eels look like sea snakes, but they are not; they are actually fish.



Although most lizards live on land, there is one type of lizard called the marine iguana that swims in the ocean. It also has a flat tail to help it swim. Marine iguanas eat algae, including kelp.

We have already mentioned sea turtles, but let's learn more about them. Sea turtles lay eggs on land, usually in the same place they hatched. When the baby sea turtles break open their eggs, they scurry to the ocean,



trying to avoid predators. Adult sea turtles live to be between 60 and 100 years old. The largest sea turtle found was a leatherback sea turtle, and it weighed more than 900 kg (2,000 lb)!

☐ Sea Turtle or Turtle Activity

Lay out the characteristic tiles before the children and show them the sheet titled "Sea Turtle or Turtle." Have the children read each characteristic and place it by either the sea turtle or the turtle. Answers are in orange below.

☐ Lesson 8 Extension

7-8

Have children grades 7–8 complete the self-directed Lesson 8 extension titled "Marine Organism Adaptations" in their student journals.

"Sea Turtle or Turtle" answers: cannot pull inside its shell [sea turtle]/can pull inside its shell [turtle]; has claws [turtle]/does not have claws [sea turtle]; most do not hear well [turtle]/has good hearing [sea turtle]; has flippers [sea turtle]/has webbed feet [turtle]; lives on land and in fresh water [turtle]/lives in the ocean except when nesting [sea turtle]; some migrate great distances [sea turtle]/does not migrate [turtle]

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MARINE BIOLOGY
LESSON 10

SHARKS

Objective

Help the children learn about the characteristics and variety of sharks in the ocean.



Preparation:

- ☐ Cut out the "Shark Facts Puzzle Pieces."

Activity Supplies:

- Scissors
- Glue stick (optional)

Experiment Supplies:

- 1 small can of tomato juice or bottle of lemon juice
- Tablespoon and teaspoon measuring spoons
- Permanent marker
- 8 paper cups
- Water

☐ Sharks Are a Type of Fish

Read to the children: What do you think of when you hear the word "shark"? Many people think of sharks as scary creatures! It is true that they have powerful jaws and razor-sharp teeth, but we will discover many more interesting things about sharks in this lesson.

Did you know that sharks are a type of fish? Most fish have bony skeletons, but sharks have cartilage skeletons. They belong to the class of Chondrichthyes [con–DRIK–theez]. In Greek, *chondro* [CON–dro] means "cartilage," and *ichthys* [IK–theez] means "fish," so the name literally means "cartilage fish." Feel your ears and the tip of your nose. Do you feel how soft and flexible they are? They are made of cartilage. The rest of your body contains bones. The skeletons of sharks, which are made of cartilage rather than bone, help sharks to be more flexible.



☐ Shark Facts Puzzle Activity

Give the children the "Shark Facts Puzzle Pieces" that you cut out before starting the lesson. Read to the children: Sharks have highly developed bodies that help them survive in their environments. They have several fins to help them maneuver in the water as they swim. Some deep-sea sharks are also bioluminescent. Let's learn more about sharks with this puzzle. **Have the children assemble the puzzle, using the puzzle grid if needed, while reading the information on each piece.**

☐ Shark's Sense of Smell Experiment

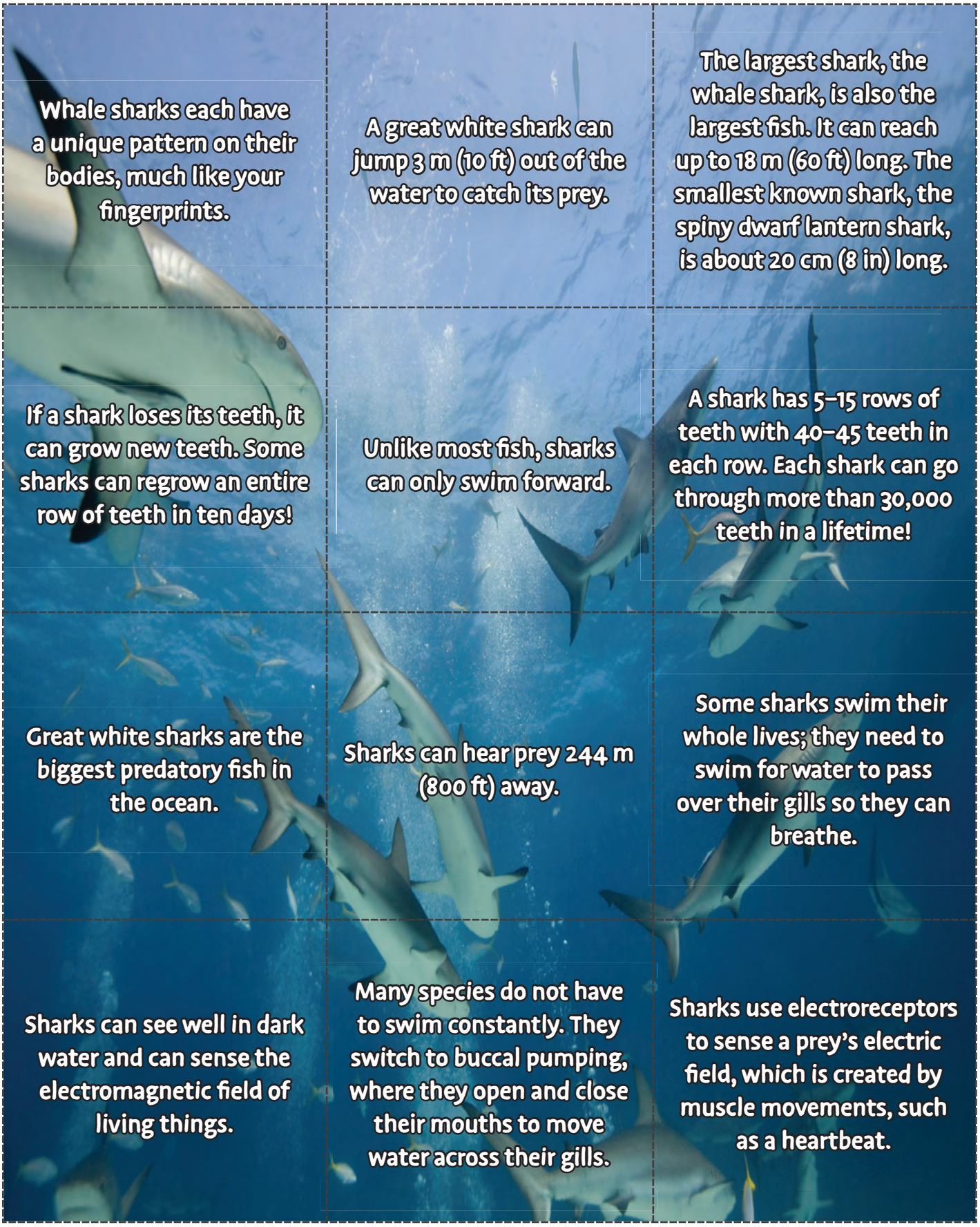
WATCH ONLINE

Have the children follow the steps below to complete the "Shark's Sense of Smell Experiment" or watch the video titled "How Good is a Shark's Sense of Smell Experiment" at goodandbeautiful.com /sciencevideos or on the Good and Beautiful Homeschool app.

Carefully pass around tomato juice or lemon juice and ask the children to smell it. What did you need to do to

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SHARK FACTS PUZZLE PIECES



Whale sharks each have a unique pattern on their bodies, much like your fingerprints.

A great white shark can jump 3 m (10 ft) out of the water to catch its prey.

The largest shark, the whale shark, is also the largest fish. It can reach up to 18 m (60 ft) long. The smallest known shark, the spiny dwarf lantern shark, is about 20 cm (8 in) long.

If a shark loses its teeth, it can grow new teeth. Some sharks can regrow an entire row of teeth in ten days!

Unlike most fish, sharks can only swim forward.

A shark has 5–15 rows of teeth with 40–45 teeth in each row. Each shark can go through more than 30,000 teeth in a lifetime!

Great white sharks are the biggest predatory fish in the ocean.

Sharks can hear prey 244 m (800 ft) away.

Some sharks swim their whole lives; they need to swim for water to pass over their gills so they can breathe.

Sharks can see well in dark water and can sense the electromagnetic field of living things.

Many species do not have to swim constantly. They switch to buccal pumping, where they open and close their mouths to move water across their gills.

Sharks use electroreceptors to sense a prey's electric field, which is created by muscle movements, such as a heartbeat.

MARINE BIOLOGY
LESSON 12

MARINE MAMMALS
PART 2

Objective

Help the children learn about the characteristics and variety of whales, dolphins, and porpoises in the ocean.



Preparation:

- ☐ Cut out the sheets titled "Whale Tails." Be sure to keep the whale strips in order of shortest tail to longest tail.

Activity Supplies:

- Skein of yarn or sidewalk chalk
- Measuring tape (optional)
- Scissors
- Glue stick

Experiment Supplies:

- Hair comb
- Water
- Small bowl
- Cup
- Handful of cereal, grapes, raisins, or other small food items

☐ Cetaceans

Read to the children: In the Bible we read, "And God created great whales, and every living creature that moveth, which the waters brought forth abundantly, after their kind" (Genesis 1:21). In the last lesson, we learned about the Pinnipedia suborder and the Sirenia and Carnivora orders of the marine mammals. In this lesson we are going to learn about the order Cetacea [si–TAY–shuh].

I'm going to give you a clue about one of the three mammal groups in this order. See if you can guess what mammal it is. This mammal loves to jump and play. It has a long snout and a skinny body. It communicates with others of its kind by creating a variety of sounds that include whistle, click, bark, and yelp sounds. Do you know what this Cetacean [si–TAY–shun] is? It is a dolphin! The two other mammal groups in this order are porpoises and whales. All these species breathe air and live their entire lives in the water. Dolphins, whales, and porpoises have fins, flippers, and tail flukes to swim. They may look similar to fish, but fish swim by moving their bodies from side to side, and cetacean mammals swim by moving their bodies up and down.



Whales, which are part of the order Cetacea, are divided into two main categories: ***toothed whales*** and ***baleen whales***.





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Echolocation and Sounds

Read to the children: Toothed whales have a mass of tissue in their foreheads called a *melon*. Scientists believe that it is from this organ that toothed whales are able to use ***echolocation***. Let's break down this word. What does "echo" mean? [a sound that bounces off an object and returns as a repeated sound] What does "location" mean? [place or position] Animals can use echoes, or sounds, to travel and to find the location, or place, of food. Toothed whales and dolphins produce specific signals, whistles, and clicking sounds that move throughout their environments as sound waves. Those sound waves echo, or bounce, off the objects around them and return to the whales. The whales are then able to interpret the sounds and use this information to determine the size and distance of objects around them.

Science Wall

Place the vocabulary card ECHOLOCATION on your science wall. Read and discuss the word and definition.



Listen to Whale Sounds Activity

Read to the children: Baleen whales also make noises, but scientists believe their sounds may be used for navigation and communication rather than echolocation.



The sounds these whales make are varied and fascinating.

Visit goodandbeautiful.com/sciencevideos or the Good and Beautiful Homeschool app and listen to the "Lesson 12 Whale Sounds" audio to hear noises that toothed and baleen whales make.

Whale Tails Activity

With this activity the children will be able to visually see the length of each whale. This can be done in your home with yarn, but the longer strings will need to be stretched throughout your home. Alternatively, if the weather and circumstances permit, this activity can be done outside by marking a sidewalk or long driveway with sidewalk chalk. Measurements can be made either by taking steps as indicated or by using a measuring tape.

Give a child the skein of yarn and have another child hold one end of the yarn (without unraveling it yet). As you read the facts about the harbor porpoise, have the child holding the skein take five steps away from the other child while gently unraveling the yarn. Tell the children that this represents the length of the harbor porpoise. Continue with each of the whales, in order of length, adding the necessary steps and unraveling the yarn accordingly. (The additional steps needed are noted on each sheet.)

Lesson 12 Extension

7-8

Have children grades 7–8 complete the self-directed Lesson 12 extension titled "Whales Use Sounds to 'See' and 'Talk'" in their student journals.

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Whale Tails

1 Harbor Porpoise
1.5 m (5 ft) (5 steps)



- Among the smallest marine mammals
- Can live up to 24 years
- Sometimes travel far upriver, away from their ocean homes
- Make varied sounds, some at frequencies humans cannot hear
- Tend to be shy, solo animals
- Hunt small fish and squid
- Often found close to the shore

2 Bottlenose Dolphin
4 m (13 ft) (+8 steps)



- Very social; help each other when mothers give birth
- Communicate with each other and can make very loud noises
- Age can be determined by the number of layers in their teeth
- Can stay underwater for around 12 minutes
- Can jump up to about 5 m (16 ft) out of the water
- Live in oceans, bays, and river estuaries
- Can stun prey with tail and swallow prey whole
- Work together to hunt for food

3 Beluga Whale
4.3 m (14 ft) (+1 step)



- Belong to large social pods of hundreds or even thousands
- Closely related to the narwhal
- Known as “sea canaries” because they are one of the most vocal of all whales
- Can move their heads up and down and side to side
- Like other Arctic whales, do not have dorsal fins
- Can swim backward

4 Narwhal
4.9 m (16 ft) (+2 steps)



- Usually only males develop tusks
- Known as “unicorns of the sea” because of their long, tusklike tooth
- The spiral tusk can bend nearly a foot before breaking
- Live their lives in the frigid waters of the Arctic
- Tusks can grow up to 3.1 m (10 ft) long
- Tusks are used to hunt and stun prey and find a mate
- Can dive up to 1.6 km (1 mi) deep and pop up between broken pieces of the ice to breathe