
SEASHORE SURPRISES

Author: Rose Wyler

Illustrator: Steven James Petruccio

Publisher: Julian Messner

THEME:

Look closely, sandy shores are teeming with life.

PROGRAM SUMMARY:

This helpful book explains how waves, sand and pebbles form at the seashore and describes animals, plants and shells which can be seen when the tide goes out. LeVar uses this feature book when he goes beach combing in southwestern Florida. There he meets two local naturalists who help him explore plant and animal life (shells, mangroves, oysters, spiny burn fish, scallops, sea stars, etc.) at the shore line and in the shallows of the gulf.

TOPICS FOR DISCUSSION:

Invite students to share stories about trips they have taken to the seashore.

Discuss different pollutants that may affect the seashore habitat. Have students offer ideas for ways that destruction of the seashore can be prevented and what people who visit the shore can do to help.

Because of where they live, not all students may have familiarity with seashores. After viewing the program, discuss similarities and differences between a beach along an ocean and the edge of a body of water with which students have some experience (e.g., riverbank, lake shore, etc.).

Discuss water safety and tips for safe beachcombing around all types of water.

CURRICULUM EXTENSION ACTIVITIES:

Before viewing the program, indicate to the class that they will be making a mural of a seashore habitat. Brainstorm a list of items they expect to include in their mural. Watch the program and add to the list. With the assistance of the library media specialist, have students research items on the list. Both the program and the book can serve as additional resources. After they have completed their research, they may begin work on the mural. They may wish to paint the background (sky, ocean, sand) and then add pictures they have drawn to the mural.

After viewing the program, list animals that live along the seashore. Have the book available for reference. Sort the animals into different categories, such as “shell” and “no shell” or by where they live, e.g., water, sand, rocks.

In the program, LeVar visits a beach in Florida on the Gulf of Mexico. He also visits an island. Have students locate Florida and the Gulf of Mexico on a map of the United States. What other bodies of water and islands do they notice on the map? Make a list of different bodies of water (e.g., ocean, river, lake, gulf, pond, etc.). Have the class formulate definitions for these bodies of water and for “island.”

Based on the book and program, and on their research, have students use their list of seashore animals and objects and identify corresponding movements for each item—for example, snail-glide, crab-crawl, seaweed-swish, waves-roll, etc. Then have students pantomime these movements. Play a tape of music that features ocean sounds in the background.

Invite students to bring in their collections of shells, rocks, pieces of wood, and other items they found on the beach. Display these items and ask students to notice color, shape, patterns, size, evidence of erosion, and other characteristics. Provide opportunities for them to talk about their discoveries and observations and encourage them to use descriptive language. (Allow the owners of the items to decide which items are fragile and intended for viewing only and which may be handled.)

Working with a collection of different types of shells, have students sort them by color, size, shape, or other attributes they might identify.

Bring in or obtain donations of larger shells in a variety of shapes so students can listen to the “sound of the sea.” Gather cups and glasses of various sizes as well, so that students can hold them to their ears and compare the sounds. Have students describe what they notice in the following instances: when they try shells of different shapes and sizes, when they try the shells and the cups different distances from their ear, and when they compare the differences in sound between shells and cups.

Bring in a sampling of postcards that show a beach or shoreline. Discuss the different things that are shown in the picture. Give students 4 x 6 inch index cards that are lined on one side and blank on the other. Have them illustrate the blank side with a seashore picture. On the other side, have them write a postcard “home” telling about their trip to the beach. Bind the postcards into a book titled, “Our Seashore Vacations.”

In the program, LeVar refers to *Seashore Surprises* as a “reference book.” It provides information instead of telling a story. What other reference books do students know? Have students identify characteristics which make this book and other nonfiction books different from books that tell a story.

RELATED THEMES:

island cultures
ocean life
tides

RELATED READING RAINBOW PROGRAMS:

Program #61 — Dive To The Coral Reefs
Program #98 — Is This A House For Hermit Crab?
Program #83 — Sam The Sea Cow
Program #12 — Three By The Sea

ABOUT THE AUTHOR:

Rose Wyler has written more than 50 children's books, many of them co-authored with her husband, Gerald Ames. She has been an elementary science teacher and served on the faculty of Teachers College at Columbia University.

BOOKS REVIEWED BY CHILDREN:

IS THIS A HOUSE FOR HERMIT CRAB?
by Megan McDonald, illus. by S.D. Schindler (Orchard Books)

THE SEASHORE BOOK
by Charlotte Zolotow, illus. by Wendell Minor (HarperCollins)

WHAT'S INSIDE? SHELLS
by Angela Royston, photos by Andreas von Einsiedel (DK)

SUPPLEMENTARY BOOKLIST:

WHERE DOES THE TRAIL LEAD?
by Burton Albert, illus. by Brian Pinkney (Simon & Schuster)

THOSE SUMMERS
by Aliki (HarperCollins)

SEASHORE
by David Burnie (DK)

WHEN THE TIDE IS LOW
by Sheila Cole, illus. by Virginia Wright Frierson (Lothrop, Lee & Shepard)

ONE WORLD
by Michael Foreman (Little, Brown)

THE SEASHORE
by Gallimard Jeunesse & Elisabeth Cohat, illus. by Pierre de Hugo (Scholastic)

THE SHELL BOOK
by Barbara Hirsch Lember (Houghton Mifflin)

ALONG A ROCKY SHORE
by Judith E. Rinard (National Geographic Society)

OCEAN DAY
by Shelley Rottner & Ken Kreisler, illus. by Shelley Rotner (Macmillan)

UNTIL I SAW THE SEA: A COLLECTION OF SEASHORE POEMS
by Alison Shaw (Henry Holt)

ISLAND CHILD
by Lisa Wallis, illus. by Deborah Haeffele (Lodestar)

