

# COUSTEAU *kids*

EXPLORING NATURE AND SCIENCE AROUND THE WORLD

September/October 2009 Teacher's Guide



# COUSTEAU *Kids*

EXPLORING NATURE AND SCIENCE AROUND THE WORLD

In this issue of *Cousteau Kids*, students will read about:

- ▶ lobsters
- ▶ Atlantic halibut
- ▶ The rosy-lipped batfish
- ▶ the Bering Sea
- ▶ repairs to *Calypso*
- ▶ saltwater spiders and singing bats

the general skills and  
strategies of the reading  
process  
Reads for meaning

## REPAIRING CALYPSO

### Key Words:

**architect:** a person who designs and plans the building of something

**naval:** having to do with ships

**sustainable:** something that does not run out or can be used over a long period of time

**eco-friendly:** something that is not harmful to the environment

### Before reading:

In this article, we interviewed Guy Ribadeau Dumas, the naval architect in charge of the repairs for *Calypso*. The adjective *naval* may be a new word for students so provide the vocabulary-building activity below to teach the term. First make sure that students know the meaning of the word architect.

1. **architect:** (noun) a person who is in charge of building something and all of the plans
2. **The word naval comes from an old Latin word, navis, which means “ship”**  
Use this word study to have students figure out other words that are related to the word naval. Have students fit the list of words below these categories:

**SOUNDS LIKE, WORDS THAT FIT, WORDS THAT DON'T FIT**

[Answers provided]

navy, ships, nautical, belly button, navigation, marine, sea, sailor, blue, ocean

### During reading:

Have students find the three goals for the repairs of *Calypso*. [Answers provided]

1. Restore *Calypso* to her original state as much as possible
2. Use sustainable and eco-friendly products
3. Get *Calypso* certified to travel the ocean

### After reading:

Tap into unique learning styles by playing the song “Calypso” by John Denver for your class. After listening, ask students to share a favorite line and then share the lyrics so they can be read in context. Tell students that Denver wrote the song in honor of Jacques Cousteau and the Cousteau team for all their work to protect the ocean. Have groups use the Internet to locate photos of *Calypso* for a class-made bulletin. Tell students that Denver wrote the song in honor of Jacques Cousteau and the Cousteau team for all their work to protect the ocean. Have groups use the Internet to locate photos of *Calypso* for a class-made bulletin.

Log on to [www.cousteau.org](http://www.cousteau.org) to have students see inside *Calypso*. Click on “About Us” in the navigation bar and choose “Vessels.” Then click on “Explore Calypso” to see photos of the wheelhouse, mess room, radio room, and more!

Uses the general skills and strategies of the reading process

Reads for meaning

# LOBSTERS: The COOLEST Creepy-crawlies

Key Words:

crustacean:

segmented:

amputate:

## Before reading:

To set anticipation, ask students to list three things they know about lobsters. Record students responses on a T-chart like the one provided below. After reading, have students revise their responses to complete the chart.

3 Things I Know About Lobsters	
Before reading:	After reading:
1.	1.
2.	2.
3.	3.

## During reading:

In this vocabulary activity, students will learn the meaning of new words. Definitions can be gathered from context clues or picked up from a student dictionary. In the last entry, students will choose one word of their own used in the article.

WRITE IT:

DEFINE IT:

DRAW IT:

segmented

\_\_\_\_\_

flexible

\_\_\_\_\_

amputate

\_\_\_\_\_

your own word:

\_\_\_\_\_

Uses the general skills and strategies of the reading process  
Reads for meaning

# MEET A LOBSTER EXPERT!

## Key Words:

**crustacean:** animals, such as lobsters and crabs, with a hard outer skeleton that live in water

**segmented:** divided into segments, or parts

**amputate:** to remove or cut off

## After reading:

Group students complete the following activity. Tell them they'll earn two lobster claws for each correct answer. This will instill some competition among groups without issuing a true grade or score. (The last question will have different answers. Accept all sensible group responses.) Allow students to score their own papers. This will keep the number of correct answers anonymous and allow for peers to keep the process honest. Pick up lobster or ocean related stickers to hand out as rewards.

List three things Dr. Poore does at his job:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Circle all of the words Dr. Poore uses to describe lobsters:

explorers                      complicated  
important                      crusty

Which grouping of animals has more members, phylum or species?

Answer: \_\_\_\_\_

What's the one thing Dr. Poore would like to know about lobsters?

Answer \_\_\_\_\_

If Dr. Gary Poore discovered a new species of lobster that lives near Australia and he named it for where it lived, what scientific name could he use?

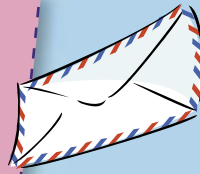
Answer: \_\_\_\_\_

What if he named the lobster after the scientist who made the discovery?: \_\_\_\_\_

TOTAL NUMBER OF LOBSTER CLAWS: \_\_\_\_\_

Write to Cousteau Kids at:

Cousteau Kids  
732 Eden Way North  
Suite E, #707  
Chesapeake, VA 23320



Standards

*Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, 4th Edition Mid-continent Research for Education and Learning (McREL) and Association for Supervision and Curriculum Development  
[www.mcrel.org/compendium/browse.asp](http://www.mcrel.org/compendium/browse.asp)

*New York State Math, Science & Technology Standards*, The University of the State of New York, The State Education Department [www.emsc.nysed.gov](http://www.emsc.nysed.gov)

Name \_\_\_\_\_

Date \_\_\_\_\_

# WE'VE GOT MAIL!

We love getting mail from our readers. Send us a letter and tell us what you think of the articles you just read. We just might publish your letter in an upcoming issue!

Use this page to help you gather your thoughts before writing. We included an idea box with things to help you get started. The sample letter below includes these parts: a **heading**, **salutation**, **body**, **closing**, and **post script**. See if you can point out all the parts of a letter correctly. Then, mail the letter to us at our new address or use this as a practice page before sending us an email to [cousteau@cousteausociety.org](mailto:cousteau@cousteausociety.org)

**PS:** We've moved! Our new address is: 732 Eden Way North, Suite E, #707, Chesapeake, VA 23320

### IDEA BOX

- Write about your favorite article.
- Tell us how you used the mini-poster on lobsters.
- Talk about an unusual fact you learned in the magazine.
- Suggest a topic you'd like us to cover.
- Write about how you feel about Jacques Cousteau.

School Name \_\_\_\_\_

Address \_\_\_\_\_

Date \_\_\_\_\_

Cousteau Society  
732 Eden Way North  
Suite E, #707  
Chesapeake, VA 23320

Dear Cousteau Kids,

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\_\_\_\_\_

\_\_\_\_\_  
(your name here)

PS: \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

# TAKING GOOD NOTES

In this issue of *Cousteau Kids*, you read an interview with a marine architect in charge of the repairs for Calypso. During our first talk with the architect we just took notes. We didn't write out long sentences. We just wrote down a few key words to help us remember the important details. Taking good notes helped us figure out what our interview should be about. Use the chart below to help you take notes after you read the interview.

**Directions:** Write a title for the interview topic using your own words. Read each of the four headings in each column. These are the main ideas of the interview. After you read the article, fill in short details below each heading. You can even draw a picture to help you remember an idea.

Interview Topic: \_\_\_\_\_

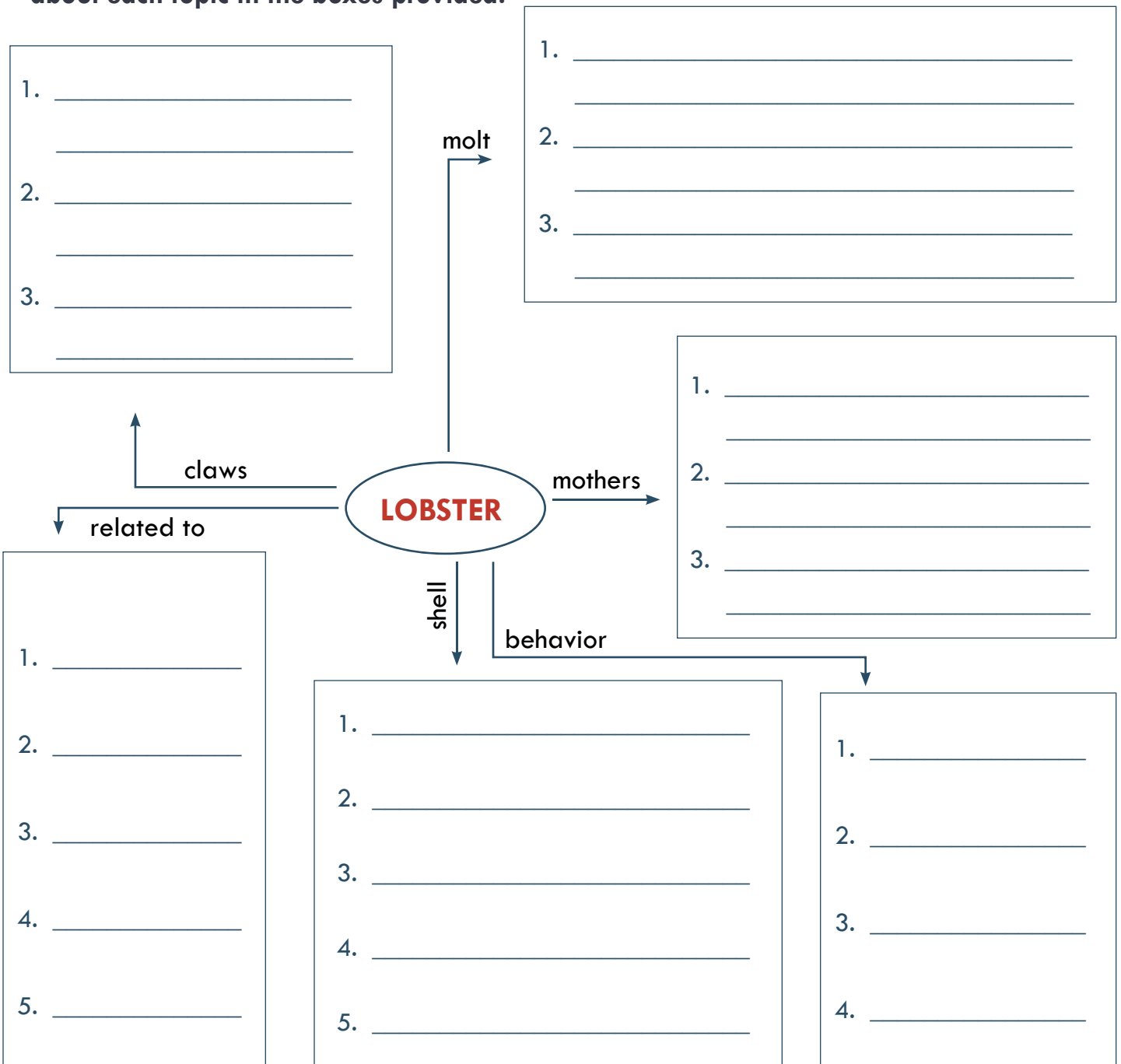
Work Done	Materials	Challenges	Naval architects
1.			
2.			
3.			
4.			
5.			

Name \_\_\_\_\_ Date \_\_\_\_\_

# LOTS about LOBSTERS

There sure was a lot of information about lobsters in this issue of *Cousteau Kids*! There were seven pages, to be exact! Use this organizer to help you put all of the information in one place.

**Directions:** First read through chart by following all of the arrows. Fill in short details about each topic in the boxes provided.



Name \_\_\_\_\_ Date \_\_\_\_\_

# YOU NAME IT!

In this issue you learned that all living things have two scientific names, even you! The first scientific name is the **genus (JEE-nuss)**. Animals in the same genus group have something in common. For example, all the lobsters in the genus *Homarus* have claws. The second name is a **species (SPEE-sheez)**. The American lobster's species name is *americanus* because its lives off the coast of North America. Scientists often pick names for animals depending on where they live. Animals can also be named for the person who found them and for how they look or act. (The swimming worm on page 16 was named *Swima bombiviridis* because it *swims and drops green bomb-like orbs* into the water!)

**Directions: Imagine you're the scientist in charge of naming animals. Choose the Atlantic halibut or rosy-lipped batfish and write its common name at the top. Draw a picture of the animal and then give it a scientific name based on how it looks or acts. (If you name it after yourself, we won't tell.) We wrote the real scientific names at the bottom of the page.**

Name of animal: \_\_\_\_\_

Scientific name: \_\_\_\_\_

Atlantic halibut: *Hippoglossus hippoglossus*, Rosy-lipped batfish: *Ogcocephalus porrectus*