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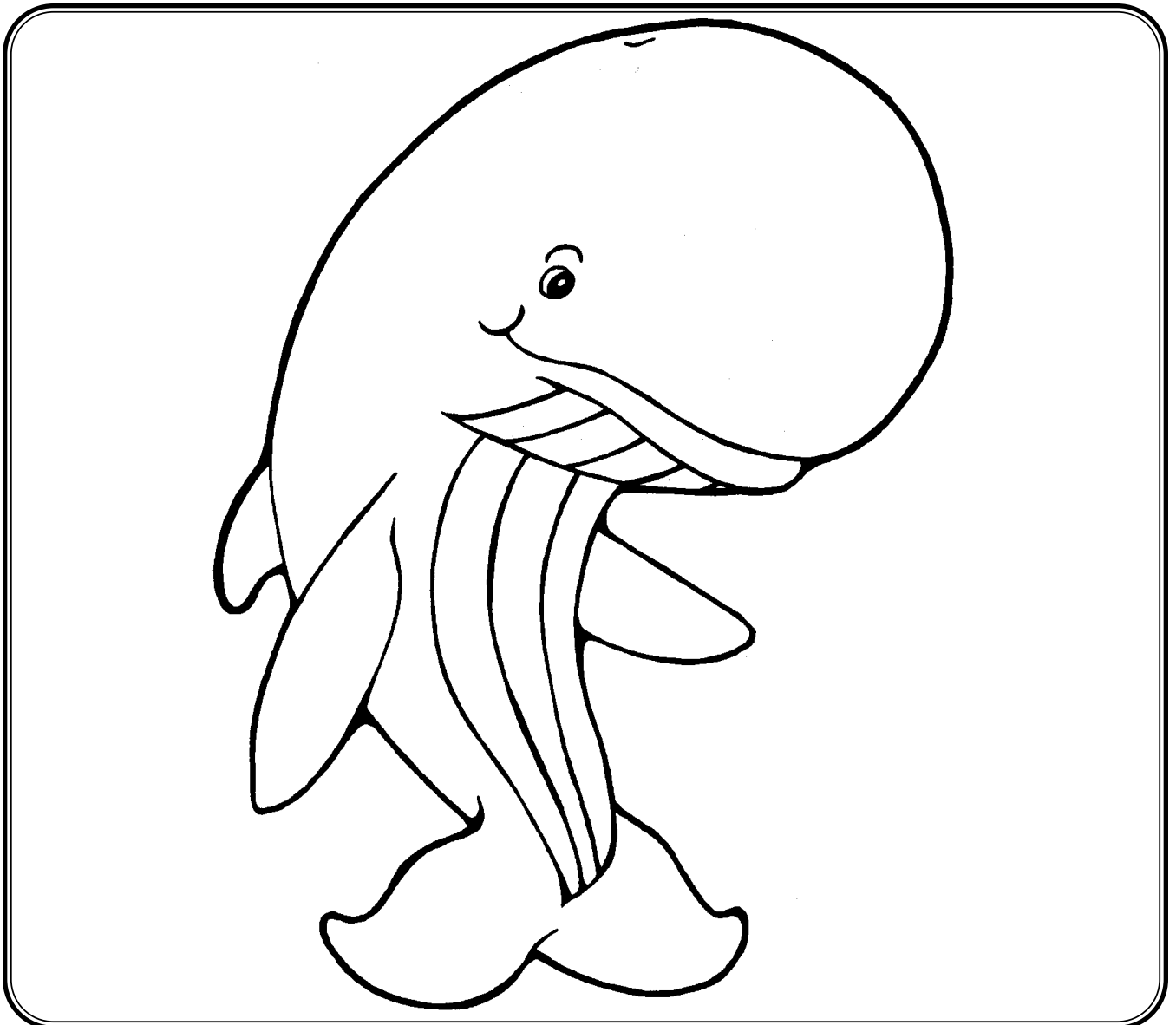
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Name \_\_\_\_\_

## A Whale Is Huge! *(cont.)*

### A Whale Is Taller Than I Am

1. When he is born, a baby humpback whale is as long as a station wagon!  
When I was born, I was as long as \_\_\_\_\_.
2. A grown-up humpback whale is longer than a big bus!  
When I am a grown-up, I will be taller than a \_\_\_\_\_.
3. Guess how long a humpback whale is. Measure how tall you are \_\_\_\_\_.  
Measure how tall you are. \_\_\_\_\_
4. Draw a picture of yourself standing beside the whale.

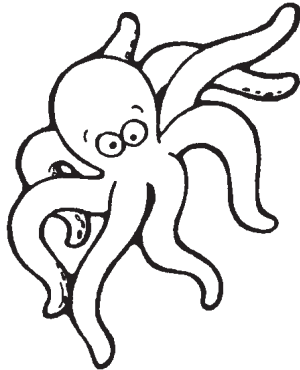


# Ocean Chants

## Writing an Ocean Chant

1. Duplicate the ocean chant below onto chart paper, an overhead projector, or the chalkboard for all the students to see.
2. Model the chant for students; then repeat the words together.

### Ocean Chant

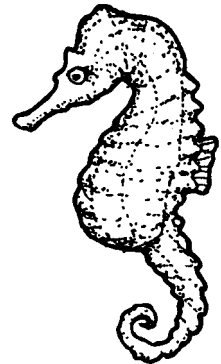


*What do you see down in the sea?*

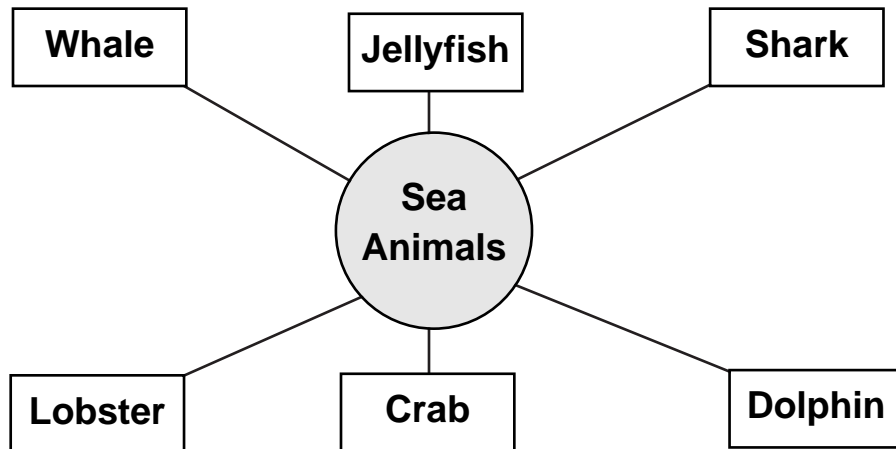
*I see an octopus in the sea.*

*What else do you see down in the sea?*

*I see a seahorse and he's looking at me!*



3. Brainstorm a list of sea animals with the class. Create a web or word bank of ocean creatures. Use chart paper, an overhead projector, or the chalkboard so everyone can view the words. It may be helpful to put a picture next to each word so the students will remember what the word is.



4. Make a large chart of the worksheet on page 40. With the whole group, model filling in the blanks with words from the word bank.
5. Have each student choose a partner. Direct them to create their own chants. They may use words from the word bank or they may brainstorm other words. Have students illustrate their chants in the space provided.
6. After the pairs have written their chants, have them form small groups in which they can share their writing.