

– Teaching Guide –

# The Ocean Gardener

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Suitable for:

Ages 7–9 (LKS2)

What's Included:

Five cross-curricular lessons including English, science, computing, geography and art.

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# Lesson 1



National curriculum links:

- Spoken language – listen and respond appropriately to adults and peers
- English – reading – comprehension – develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read
- English – writing – composition – draft – write in non-narrative material, using organisational devices

## Task 1

Show the children the front cover of *The Ocean Gardener*. Explain that the story is about coral reefs. Ask the children what they already know about coral reefs and record it on the board.

Read through the story as a class. Once you have finished the story, ask the students to contribute what they now know about coral reefs and add it to the board in a different colour. Encourage the students to reflect on what they have learned.

Using what they have learned, encourage the students to answer:

- Why do you think Ayla is upset about the bleaching of the reefs?
- How does Ayla protect the reefs in the story?

## Task 2

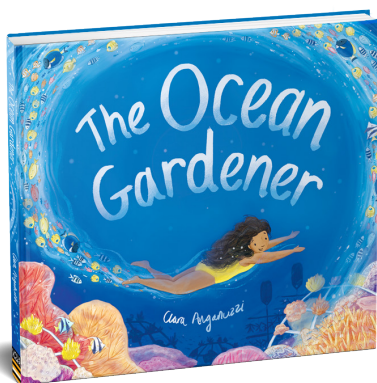
On tables, have key words from the story written on small pieces of paper and provide dictionaries. Explain to the class that the book uses technical and ambitious vocabulary to tell the story of Ayla, her mum and the coral reefs. Tell the children that they are going to create a glossary for the book to define these words. In order to do this, they need to work in groups to use the dictionaries at their tables to define the words and then write the definitions onto each piece of paper.

If you want to make it really exciting, you could make it a race between each table or put a timer on the board.

## Task 3

Show the children examples of glossaries in a variety of books. What features do they notice? Students should notice that they are listed in alphabetical order and that the word is followed by the definition.

Ask the children to use the definitions at their tables to write their own glossaries for *The Ocean Gardener*. You could make it a creative opportunity and ask the students to decorate their page when they are finished.



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## Lesson 2



National curriculum links:

- Spoken language – participate in presentations
- Science – living things and their habitats – recognise that environments can change and that this can sometimes pose dangers to living things
- Computing – use search technologies effectively

### Task 1

The last few pages of the book give us lots of information about corals, reefs and coral bleaching. Display the page titled “If you want to know more...” and ask students to answer the following questions using the text:

- How old are most coral reefs we know about?
- Can you name three reasons why reefs are important?
- Can you name two reasons why coral might eject the colourful algae living inside them?

### Task 2

Provide students with laptops or iPads. Explain that next lesson, they will create non-chronological reports about coral reefs so today they will learn as much as they can about them. Direct students to the websites suggested in the book:

<https://www.natgeokids.com>

<https://www.dkfindout.com>

<https://oceanservice.noaa.gov/kids>

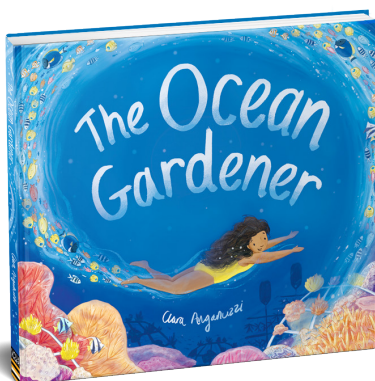
<https://climatekids.nasa.gov>

Put the children into pairs and give each pair paper to make notes on as they carry out their research. Remind children of internet safety and responsible use of the internet.

### Task 3

Ask each pair to present the information they have found to their peers (this could be to the rest of their table or to the class). Encourage the students to organise their information into areas and present the facts in a logical order. Encourage the class to ask each other questions or give positive feedback to each group as they present.

As the teacher, gather key information on the board to refer back to next lesson.



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## Lesson 3



National curriculum links:

- Science – living things and their habitats – recognise that environments can change and that this can sometimes pose dangers to living things
- Science – living things and their habitats – explore examples of human impact (both positive and negative) on environments
- English – writing – composition – draft and write non-narrative material, using organisational devices

### Task 1

Explain to the class that today they will be writing their own non-chronological reports about coral reefs. Share some examples of non-chronological reports on a variety of topics and pull out the features:

- Headings
- Subheadings
- Diagrams with labels
- Photographs
- Captions
- Technical vocabulary



### Task 2

Recap the last lesson and use the notes on the board to remind the children of the key pieces of information about coral reefs. Challenge the students to look at the information they collected and arrange it into three or four key topics such as:

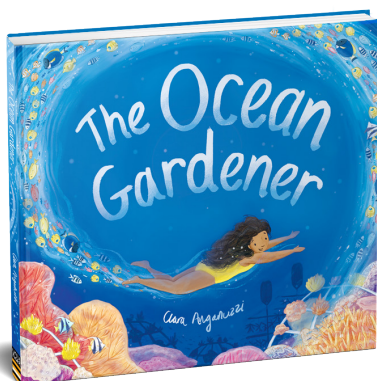
- What are coral reefs?
- Where can you find coral reefs?
- Why are coral reefs in danger?
- How can we look after coral reefs?

### Task 3

Spend the rest of the session allowing the children to write their own non-chronological reports. Remind the children to use the subheadings they have organised their facts into and to include the technical language they defined in their glossaries and found in their research. It may be helpful to provide a list of the key features of the report on the board or on paper at the tables to support students to include these in their writing.

*Differentiation:*

Provide word bank.







## Lesson 4



National curriculum links:

- Geography – geographical skills and fieldwork – use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Geography – human and physical geography – describe and understand key aspects of physical geography, including climate zones

### Task 1

Show the class a world map on the board, using Google Maps if possible. Show the children the Seychelles on the map. Revisit the page in *The Ocean Gardener* where the author writes, “On a map, this island was just a small speck in the middle of the sea. But it was Ayla’s whole world”. Compare the size of the island to other countries the class are familiar with.

Look at images of the Seychelles on the board and compare them with images of the United Kingdom. Encourage the children to look for similarities and differences.

Explain that the Seychelles has a different climate to the UK – the Seychelles has a tropical climate while the UK has a temperate climate.

### Task 2

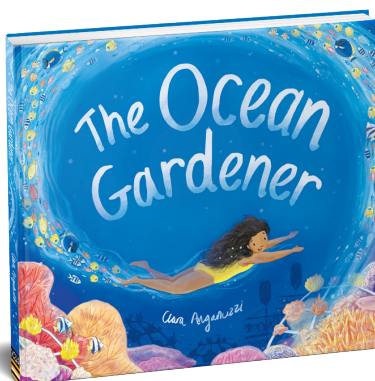
Have photos and information sheets about some famous reefs around the world such as the Great Barrier Reef, Florida Keys Reef Tract, Belize Barrier Reef and Tubbataha Reef. Spread these out around the tables in the classroom and give the children time to read about each reef and some of the key information, such as the size of the reef or the species of fish that can be found. If possible, provide atlases and globes for the children to use to plot where the reef exists on the map.

### Task 3

Challenge the children to use the information on the tables to create a question for their fellow classmates to answer, such as “Where is the Tubbataha Reef?” or “Can you name three creatures that can be found in the Great Barrier Reef?”. Ask the children to write down their question on one side of a card and the answer on the other side.

Gather the class together. Ask the students to walk around the room with their question card. When they bump into someone, they read their question aloud and the other student responds. Then the other student reads their question and their peer responds. If they don’t know the answer, they can give each other hints! Once both questions have been answered, the pair swap their cards so they have a new question and continue to walk around until they bump into someone new.

After the game, ask the children to share some information they have learned.



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## Lesson 5



National curriculum links:

- Art – pupils should be taught to improve their mastery of art and design techniques, including drawing
- Art – pupils should be taught about great artists, architects and designers in history

### Task 1

Explain to the class that people around the world are trying to raise awareness of coral bleaching and the importance of protecting our coral reefs. Show the children artwork by ceramic sculptor Courtney Mattison, artist Vanessa Barragao and illustrator Mat Miller. Encourage the class to compare the different types of artwork and how they impact the audience. Can they consider the similarities and differences between the pieces of art? You could even give the class the opportunity to research one of the artists or set it as a homework task.

### Task 2

Ask the class to consider the way in which Courtney Mattison's artwork creates the contrast between the colourful reefs and the monochrome effect of coral bleaching. Explain that rather than copy the artwork, the class are going to use it as inspiration to create their own.

Have various different materials such as pencils, paint, charcoal and pastels available to the students. Model taking an A3 piece of paper and folding it in half. Across the paper, draw an ocean scene filled with coral using a pencil. Explain to the students that on one side, the coral will be colourful and full of life and on the other side, it will be black and white to represent coral bleaching. Tell the class they can choose which materials they would like to use to create their artwork.

### Task 3

This task could be done at the end of the lesson, the end of the day or later in the week. Create an art gallery in the classroom of all the artwork by the students, displaying it on walls and tables. Give the class the opportunity to move around the room and look at each other's creations. You could give the students a few post-it notes each and ask them to give some positive feedback to their peers and stick it beside their work.

This artwork could also make a display in the classroom or around the school to raise awareness of the importance of protecting coral reefs.

*Further activities you could do with your class:*

- Designate eco buddies in each class of the school to promote environmentally friendly choices.
- Go on a class trip to the beach!
- Create an art display using only recycled materials.
- Write a letter to your local MP or someone in your community to explain why we need to protect the coral reefs.

