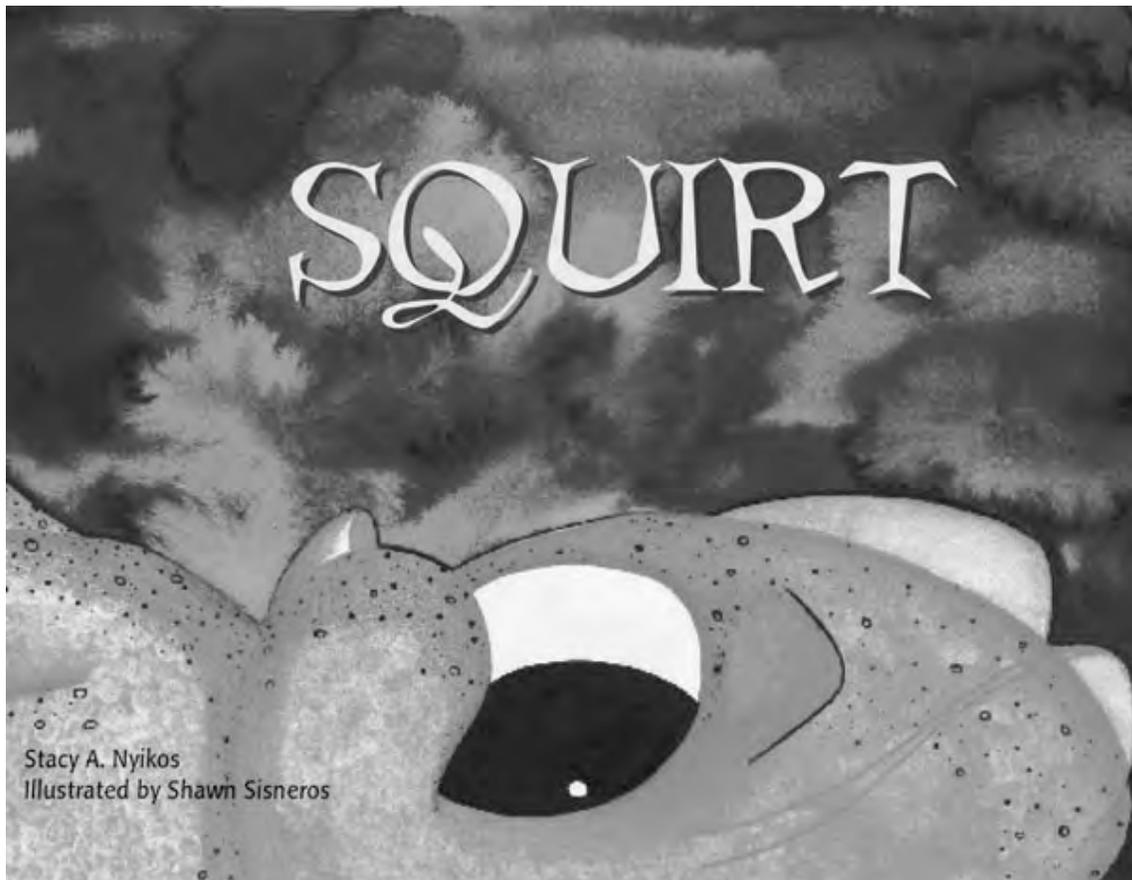


SUPPLEMENTARY MATERIAL FOR



ISBN: 0976419904

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INSIDE: LANGUAGE TRIVIAL PURSUIT, REFERENCES, HOW TO DRAW SQUIRT, TWO COLORING PAGES. VISIT OUR WEBSITE FOR A FUN WRITING ASSIGNMENT, TOO!

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Book-Making Project

Reading a picture book offers a great opportunity to begin a book project with a class. In so doing, a teacher can show the class many of the same steps that a writer, illustrator, editor and designer team goes through in putting together a book.

Some steps to beginning a book project:

- 1) Discuss with the class where the character in the book goes from the last page of the story. In the book "Squirt," the last lines are: "Who knows what else he's got in store." Children can begin to discuss what happens to Squirt next. What is his next adventure?
- 2) Work out a story line with the class. Each child or groups of children can be responsible for one page in the book. A picture book generally has 32 pages. The first page is the title page, second is the copyright page. Action does not generally begin until the third page. Generally, publishers leave 4 pages of room for their own information. This includes the title page and copyright page. A writer and illustrator generally have only 28 pages for a story. This works well for classes of 25 students, because there is almost one page per child for the class.
- 3) Write out the story.
- 4) Editing - Divide the story up over 28 pages. Some stories may be much shorter, of course, and so the text goes over fewer pages.
- 5) Assign each child his/her text and page in the story.
- 6) The child then has the task of coming up with the illustration for that page. This is a good point to talk to the children about the various methods that illustrators use to create their art work: computer generated images, watercolor ("Squirt"), oils, collage ("Mr. Seahorse"), etc.
- 7) Another great tool for oceans units is to pick a general theme, such as, "What Lives in a Shell?" The book has as many pages as you have children in the class. Each child designs one page with a drawing and information about his/her creature.
- 8) Collect the pages.

9) Talk about the various codes that a publisher has to obtain for a book: the ISBN (the social security number for books), EAN bar code, Copyright, CIP, LCCN (Library of Congress catalog number)

10) Design & Layout - This process can be as elaborate or simple as you would like to make it.

Very simple: Copy the originals back to back and then use a spiral binding process to hold the pages together.

More elaborate: If your school has access to Indesign (Adobe) or Quark, it is possible to layout the book in the program and show children how the pages come together in the computer. Children will need to pick out a font, page size, write up the copyright and publishing information for the first page.

11) Layout the master page. This is the form that all pages in the book will take on.

12) Create layers. Each page has at least two layers. The illustration is the back layer, and the text, generally, is the front layer. This way the text does not get "covered" by the illustration.

13) Scan in the illustrations and save them as tif or jpeg files. When a publisher does scans, they use either a high resolution flat bed scanner or a drum scanner. The latter is older technology, but seems to pick up color better than many many scanners. However, high end flat beds are about as good. For a drum scanner, the illustration is wrapped around a drum and spun. The scanner picks up the colors and creates an image from the process.

14) Place the illustrations on their respective pages.

15) Add in text

16) Create title page

17) Create copyright page

18) The last part many designers tackle and, ultimately, agree upon is the cover page. This can go through multiple runs. Up to 50 different designs may be discussed and ultimately rejected.

19) Printing - Once layout is complete, it is time to go to print. This is a good chance to talk about different types of paper that are used in books. Paperback books use thinner, rougher paper than hardbacks. Squirt, for instance, used artistic

- paper, heavy weight. It has a matte finish, rather than a gloss, so that the shine does not reflect too much light in the reader's eyes. Papers have different colors, from blues to yellows. Blues give a book a colder feel, whereas yellows lend them a softer, warmer feel. Publishers take these color issues into consideration when choosing paper for each book.
- 20) You can print the book off at the school printers, or you can take it outside the school. There are various small shops in the area that will print short runs of books. You can also, to save on costs, run a master copy and then run copies off of this at Kinko's. The majority of picture books are printed overseas, rather than in U.S. mostly due to labor costs.
 - 21) Binding - Once a book has been printed, it needs to be bound. This is a good chance to talk to children about the multitude of ways that one can bind a book. There is the simplest, saddle stitching (i.e. stapling), which is the one most readily to children and within their control. The next, slightly more complex method, is to bind using a comb or spiral. There are methods related to hardback books, i.e. case binding, stitching, library bindings, and those related to paperback, predominantly, gluing and saddle stitching (magazines).
 - 22) Depending on the age of the class, it is also possible to have children bind their own books using the stitching method: Children use needles and dental floss to sew their pages together. They use cardboard for the covers, and sheets of paper for the end covers that connect the cardboard cover to the sewn pages. Volunteer parents can also be a great help at this stage. Those that can sew can bring in their machines and actually sew the books together for the children, or they can be sewn at home and the final binding process to the cardboard can then be finished in class.
 - 23) Regardless of how elaborate the publishing process is, this is a great opportunity to talk to children about all of the issues that come into play in how an idea becomes a book.

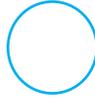
Good reference book:

Beach, Mark & Eric Kenly (1993) *Getting it Printed* 3rd Ed., North Light Books.

CEPHALOPOD TRIVIAL PURSUIT

1. What color does Squirt change into on the very first page?

- A. Red.
- B. Purple
- C. Green



2. What is Squirt's TV?

- A. Shark
- B. Sea Horse
- C. Clam, or Holoclam



3. Who is Squirt's favorite TV star?

- A. Sponge Bob
- B. Flipper
- C. Captain Moon



4. Why does Squirt get really upset and make the water spin and swirl?

- A. He misses his friends
- B. The Holoclam TV runs away
- C. He wants to eat some worms



5. What does Squirt think the spoon is when he and his mom are caught in the ink?

- A. Sword
- B. Hat
- C. Pirate Squid



6. What does Squirt change himself into on the last page of the book?

- A. Indian
- B. Pirate
- C. Sea Horse



7. What is he holding in his hand when he is an Indian?

- A. Tomahawk
- B. Peace Pipe
- C. Sword

8. What does Squirt ride at the end of the book?

- A. Sea Horse
- B. Manta Ray
- C. Clam



9. What colors can squid be?

- A. Any color of the rainbow
- B. Only Green
- C. Orange and Purple



10. What can squid squirt?

- A. Jelly
- B. Ink
- C. Ketchup

11. What does cephalopod mean?

- A. Head Foot
- B. Snail
- C. Jellyfish

12. How many tentacles do squid have?

- A. Eight
- B. Eight plus two more grabbers
- C. Six



13. What does bioluminescent mean?

- A. light up
- B. swim
- C. fly

20. How do squid move?

- A. Jet propulsion
- B. Walk
- C. Slither

14. Who are squid related to?

- A. Loch Ness
- B. Vampire squid
- C. Mermaids

21. How do squid fly?

- A. Wings
- B. Magic
- C. Jet propulsion and fins

15. Where do squid live?

- A. Grocery store
- B. Lakes
- C. Ocean

22. How do squid defend themselves?

- A. Squirt Ink
- B. Break off limbs
- C. Fly above the ocean
- D. All of these

16. Where do giant squid live?

- A. Shallow waters
- B. Deep in the ocean
- C. Submarines



23. How do squid squirt ink?

- A. They squeeze it out of a bottle
- B. They use a squirt gun
- C. They shoot ink out of their bodies through a funnel

17. How long can giant squid grow?

- A. 1 foot long
- B. 1,000 feet long
- C. Up to 60 feet

24. Are squid dangerous?

- A. Yes
- B. No

18. Where do market squid go off of the coast of California to mate?

- A. Monterey Bay
- B. Miami
- C. New Orleans

25. How do humans use squid?

- A. We eat them
- B. We study them
- C. We use them for research
- D. All of these

19. What do squid eat?

- A. Shrimp
- B. Worms
- C. Other cephalopods
- D. All of these things

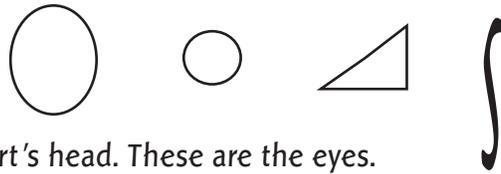
26. What is the Italian name for fried squid?

- A. Spaghetti
- B. Calamari
- C. Tutti Frutti

Answers: 1.A 2.C 3.C 4.B 5.A 6.A 7.B 8.A 9.A 10. B 11.A 12.B 13.A 14.B 15.C 16.B 17.C 18.A 19.D 20.A 21.C 22.D 23.C 24.A or B It depends on their size. The bigger they are, the more dangerous they are. 25.D 26.B

Drawing Squirt

Teach children to draw Squirt in eight easy steps. The basic shapes needed are: 1) oval, 2) circle, 3) triangle, and 4) an elongated S. You will need to start out using a pencil and finish with a marker or crayon. The pencil is for making the sketch. The marker is to trace over the pencil lines that are meant to be permanent. Then, the child can erase the extra pencil lines.



Step 1: Draw a large oval. This will be Squirt's head

Step 2: Draw two round circles on either side of Squirt's head. These are the eyes.

Step 3: Draw two more, slightly larger round circles directly beneath and slightly overlapping the eyes. These are the cheeks.

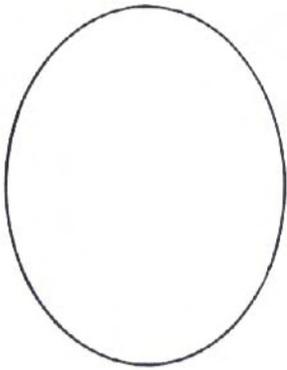
Step 4: Draw two circles inside each eye to finish off the eyes.

Step 5: Draw a mouth. Connect the cheek circles to one another with a slightly curved line. This is the chin.

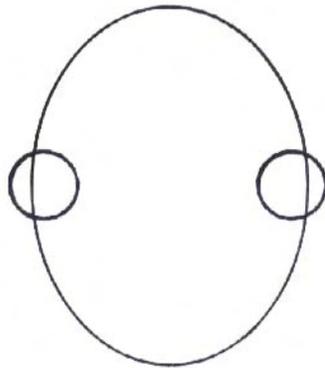
Step 6: Draw two triangles on either side of Squirt's head, toward the top. These are the fins.

Step 7: Draw 8 elongated S's. These are Squirt's tentacles.

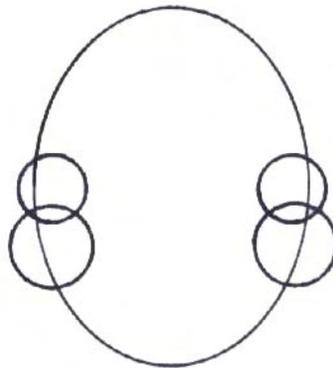
Step 8: With a permanent marker or crayon, trace all lines that you want to keep. Fill in the eyes. Erase all lines with an eraser, and you have your very own Squirt!



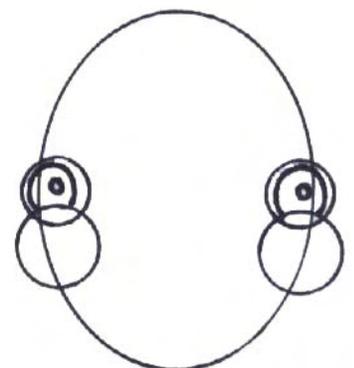
Step 1



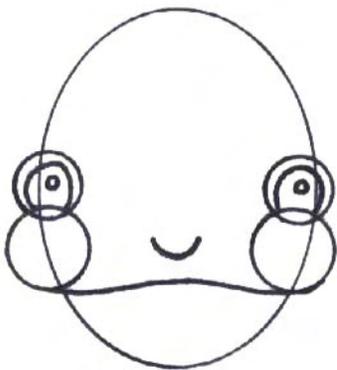
Step 2



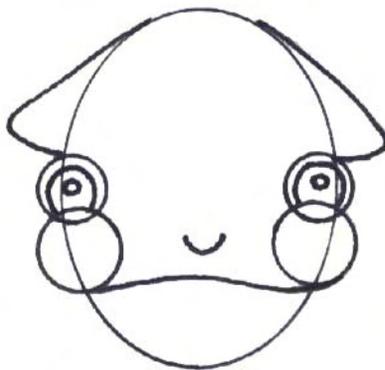
Step 3



Step 4



Step 5



Step 6



Steps 7 & 8

Squirt Cups

Below are the directions for making Squirt out of a paper cup, ribbon, a hole puncher and self-adhesive google eyes.

1. Choose a colored paper cup
2. Make eight holes with the hole puncher just above the lip of the cup
3. Cut eight ribbons of more or less equal length for the tentacles
4. Tie one ribbon in each hole
5. Paste on two google eyes
6. Draw the mouth with a pen – smiling, frowning, yelling
7. For added flair, curl the ribbons
8. For even more flair, glue on glitter or sequins to make Squirt iridescent!



Step 1



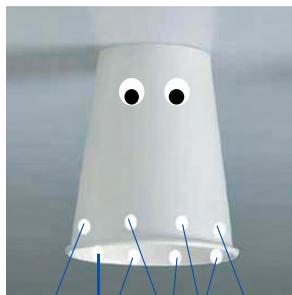
Step 2



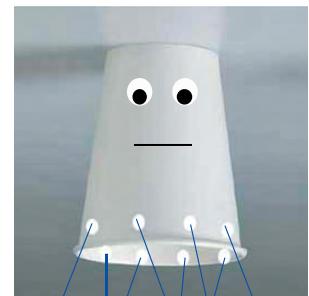
Step 3



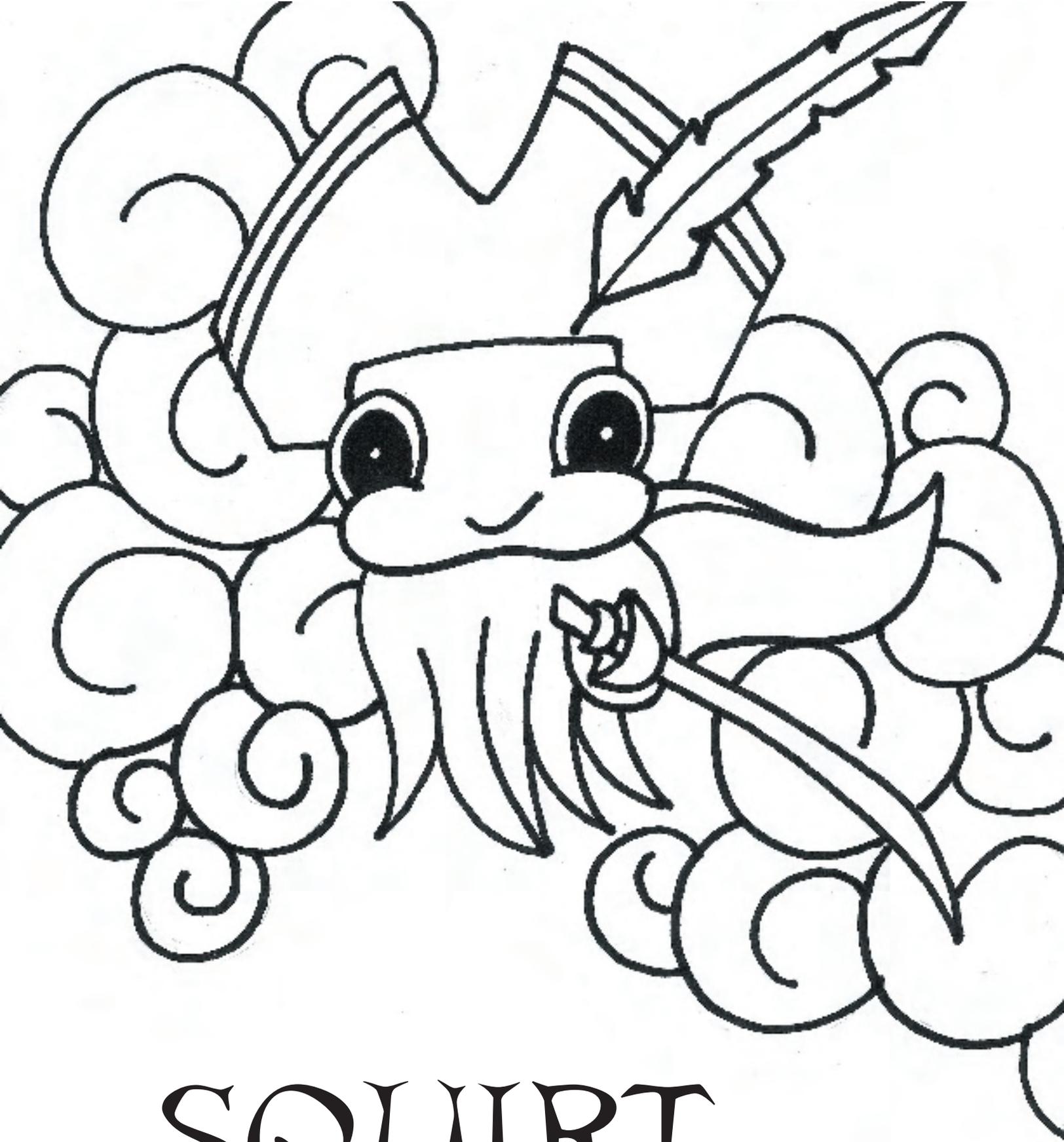
Step 4



Step 5



Step 6



SQUIRT

SQUIRT



Squid Reference Material

There are numerous reference sources on underwater life. They range from the colorful, child-oriented to more adult literature. Below, I have listed some sources that I have found helpful:

Journal Information:

National Geographic Roger Hanlon, "Beautiful and Beastly Squid," August 2004, Vol. 206, No. 2, p. 30

In Search of Giant Squid - Expedition Journals -

http://seawifs.gsfc.nasa.gov/OCEAN_PLANET/HTML/SQUID/journal.20Feb1999.html

www.nationalgeographic.com - Put in any sea creature name and pull up a host of articles that have appeared in the magazine on that topic

Children's Books

I CAN READ Series - Sea Creatures (Contains activities that go with the books)

Ruth Heller (1992) "How to Hide an Octopus." Penguin. 32pp Ages: 5 - 8

Kristin Joy Pratt-Serafini (1994) "A Swim Through the Sea" DAWN Ages: 4 - 7

Suzanne Tate (1995) "Harry Horseshoe Crab." Nags Head Art Ages: 5 - 9

Suzanne Tate is a marine biologist who began writing books about sea creatures in the mid-1990s. She has a series of over 20 books on various sea creatures. Melvin

Berger (2000) "Dive! A Book of Deep Sea Creatures (Hello Reader! Science Series)"

Scholastic Ages: 6 - 8

Edith Thacher Hurd (2000) "Starfish (Let's Read and Find Out Science Book Series)"

Harper Collins Ages: 5 - 6

Phillip Clarke (2003) "Seas and Oceans Facts & Lists" Usborne Ages: 8 - 12 (Includes Internet links!)

Susannah Leigh (2003) "Puzzle Ocean" Usborne Ages: 5 - 8

Ben Denne (2005) "Little Encyclopedia of Seas and Oceans" Usborne Ages: 12 and up

Stacy A. Nyikos (2005) "Squirt" Stonehorse Publishing Age Range: 3 - 8

Advanced Literature

James C. Hunt (1996) *Octopus and Squid* Monterey Bay Aquarium.

Monterey Bay Aquarium has an excellent series of books about the sea. The text is at an advanced level; however, the color photographs used in the book are phenomenal. Some other books in the series are: *The Deep Sea, Seals and Sea Lions, Gray Whales, Sharks and Rays of the Pacific Coast*

Erich Hoyt (2001) *Creatures of the Deep: In Search of the Sea's 'Monsters' and the World They Live In* Firefly Books

Linda Pitkin (2003) *Journey Under the Sea* Oxford University Press

Web Sites

Ocean Planet - Smithsonian - http://seawifs.gsfc.nasa.gov/ocean_planet.html

This has a wonderful online exhibit of the elusive giant squid at http://seawifs.gsfc.nasa.gov/OCEAN_PLANET/HTML/squid_opening.html

The World Fact Book - CIA - www.cia.gov/cia/publications/factbook

Search this site for factual information on the oceans

Ocean Initiatives - Learn about what some organizations are doing to protect the ocean by visiting their web sites. See for instance the Ocean Rescue initiative sponsored by the World Wildlife Fund at www.worldwildlife.org/oceans . Greenpeace has informative pages on the negative effects of humans on the oceans at www.greenpeace.org/international/campaigns/save-our-seas-2 .

Web Cams and Internet Research - Check out the web sites of other aquariums for various educational bonuses. The Shedd Aquarium web site (www.sheddaquarium.org), for instance offers a link for students to ask aquatic questions that they cannot find answers to in their school libraries or on the Shedd's web site. Other aquariums offer online cameras in their tanks to watch aquatic life live, such as at Monterey Bay Aquarium (www.mbayaq.org/efc/cam_menu.asp).