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NIMS ISLAND EDUCATOR BOOK

BOOKLET      REVISION  
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The activities in this Educator Guide are recommended for grades two through five and meet national standards in English/Language Arts, Social Studies, Science, Visual Arts and Character Education. All pages can be photocopied in black and white for use with students.

This guide was developed and produced by:  
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*a message from Walden Media*

**N**IM'S ISLAND tells the fictional story of an adventurous girl named Nim, who lives on a remote island in the South Pacific Ocean. You might think that because Nim lives far from "civilization" she would be very lonely. But Nim is blessed with many good friends, including a bird named Galileo, a lizard named Fred, a green sea turtle named Chica and a sea lion named Selkie who looks after Nim as though Nim were one of Selkie's own pups. As a book, NIM'S ISLAND is a fun, engaging read. As a movie, the story expands beautifully to fit the big screen, becoming as informative a look at marine life in the South Pacific as it is a story packed with intrigue and adventure.

To further expand NIM'S ISLAND as a teaching resource, we have partnered with the National Oceanic and Atmospheric Administration (NOAA) National Marine Sanctuary Program, tapping their educational expertise and their strong belief in stewardship of the ocean. With NOAA we have created lessons that will enhance your students' experience of the film, and deepen their appreciation for the riches to be found in the ocean.

Along the same lines, we have also partnered with the National Wildlife Federation (NWF), for their valuable insight and knowledge of animals and the many different habitats in which they can be found. Building on our past work with NWF, we feel privileged to be working once again with an organization whose influence on children – and the world they will one day inherit – is profound.

Though NIM'S ISLAND is an imaginary story, its depiction of the bio-diversity and richness of marine life is very real. So is its message of protecting for future generations all of the treasures to be found on and around NIM'S ISLAND. We hope that like Nim, our film encourages students to explore, respect and appreciate our oceans and coasts.

*Reviewers:*

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We are grateful to our friends at the NOAA Marine Sanctuary Program, the National Wildlife Federation, the New England Aquarium, Random House Children's Books, Scholastic, Allen & Unwin, 20th Century Fox, Moraes Inc. and Universal Graphix for their invaluable assistance in the creation of this guide.

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Welcome to  
**NIM'S ISLAND**

**NIM'S ISLAND**  
*Student Activity Page*

**ACTIVITY 1**

**EXPLORING NIM'S ISLAND**

(Use your copy of NIM'S ISLAND by Wendy Orr to complete this activity.)

NIM'S ISLAND is filled with interesting places where Nim and her friends have adventures. As you read the book, use this map to help you explore some of the many places found on NIM'S ISLAND.



Name: -----  
 Date: -----

- 1 Draw bubbles at this place. This is where Nim measures them. (p. 15)
- 2 Draw Nim reading on top of this. (p. 15)
- 3 Put an "x" on each of the three places on the map. They are described on page 19.
- 4 Draw the sun rising pink over this. (p. 22)
- 5 Look at the picture on page 24. Find this same thing on the map. Now draw Nim at the top of it. Show what she is doing there.
- 6 Draw a dotted line showing where Nim went when she beachcombed. (p. 25)
- 7 Draw one of Nim's friends as she is doing something very important in this place. (Hint: It's in the email that Nim writes to Alex Rover.) (p. 38)
- 8 Draw the top of this doing something that's pretty scary! (pp. 52-55)
- 9 Draw the ship in the place where the people on the ship smelled all kinds of stinky things! (p. 65)
- 10 Draw Nim going right into where Jack tells her to go as the storm is coming her way! (p. 100)



**LOOK INTO IT!**

Explore the book **NIM'S ISLAND** to find the answers!  
 In which ocean is **NIM'S ISLAND** located?  
 How do we find this out in the book?  
*It's supposed to be a secret!*



# THE OCEAN

Learn about the ocean and why it is so important. Use what you've learned to complete the crossword puzzle on the next page.

The Earth has one big, connected ocean, yet there are many ocean basins, such as the Indian Ocean.

The **PACIFIC** Ocean is the largest of the main ocean basins. Although its name means "peaceful," it can be very rough! It is 111.7 million square miles.

The Atlantic Ocean is the busiest basin. Many ships cross the Atlantic, carrying cargo among the Americas, Africa and Europe. It is 66.1 million square miles. (This number includes the **ARCTIC** Ocean, which many oceanographers consider to be an extension of the North Atlantic.)

The Indian Ocean is located in an area bordered by the continents of Asia, Africa, Antarctica and Australia. It is 46.5 million square miles.

The average depth of the ocean is approximately 3,795 meters or 2.36 miles.

Earth's highest trenches, deepest valleys and flattest plains are in the ocean.

Ocean **CURRENTS** flow like rivers. They carry warm water from the tropics, and cold water from the north and south poles.

The average temperature of the ocean is about 39 degrees Fahrenheit (3.8 degrees Celsius).

Coral **REEFS** are large, rocky areas. They are found in shallow, tropical waters. They are like the tropical rain forest of the ocean! The greatest variety of plant and animal life in the ocean lives there. Coral reefs are formed from the bodies of small sea creatures called polyps.

The ocean covers approximately 70% of the Earth's surface.

The ocean contains 97 percent of the Earth's water.

The deepest point in the ocean is 36,198 feet (6.8 miles).

The ocean is a major influence on **WEATHER** and climate.

The ocean sustains life on Earth and makes it habitable.

The **BLUE** whale, the largest animal ever on Earth, still lives in the ocean. Its heart is the size of a Volkswagen "bug."

The gray whale **MIGRATES** or "moves from one place to another on a regular basis" more than 10,000 miles each year. This is the longest migration of any creature on Earth.

**PLASTIC** waste kills up to 1 million sea birds, 100,000 sea animals and countless numbers of fish each year.

Over the past 10 years, an average of over 600,000 barrels of **OIL** a year has been spilled by accident from ships into the ocean. But even worse, every year, more oil than this is improperly flushed down drains by people – not by accident, but by carelessness, laziness and a lack of understanding of its impact on the ocean.

The ocean is the last and largest unexplored place on Earth – less than 5% of it has been explored.

The ocean affects every human life. It supplies fresh water (most rain comes from the ocean) and over half of Earth's oxygen.

## Think About It

More than 3.5 billion people depend on the ocean as their main source of food. Why is it important to keep the waters of the ocean clean?

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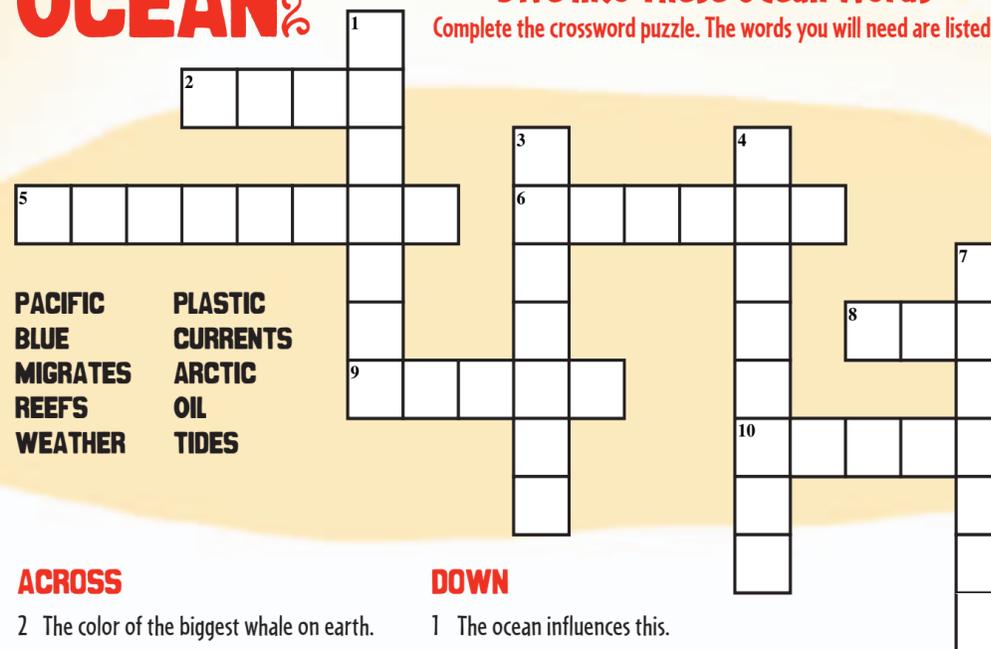


Name: \_\_\_\_\_

Date: \_\_\_\_\_

# THE OCEAN

**Dive Into These Ocean Words**  
Complete the crossword puzzle. The words you will need are listed.



**PACIFIC**  
**BLUE**  
**MIGRATES**  
**REEFS**  
**WEATHER**

**PLASTIC**  
**CURRENTS**  
**ARCTIC**  
**OIL**  
**TIDES**

### ACROSS

- 2 The color of the biggest whale on earth.
- 5 These flow like rivers.
- 6 Many oceanographers consider this to be an extension of the North Atlantic.
- 8 This spills into the ocean from ships.
- 9 Large rocky areas made of coral.
- 10 They are caused by the pull of the sun and moon on the rotating earth.

### DOWN

- 1 The ocean influences this.
- 3 The largest of the four main oceans.
- 4 Moves from one place to another at the same time each year.
- 7 This kills up to 1 million sea birds each year.

### LOOK INTO IT!



View the "California Thank You Ocean" video at:  
[www.thankyouocean.org/](http://www.thankyouocean.org/)

Make a list of things for which we can thank the ocean!



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# PROTECTING the OCEAN

Learn about how you can help the ocean and its creatures, as Nim and Jack do!

Jack and Nim make sure that none of the plants or animals on NIM'S ISLAND are harmed by people. NIM'S ISLAND is a make-believe place, but there are real special protected ocean areas called *national marine sanctuaries*. Marine sanctuaries are like underwater national parks. In these protected waters, giant humpback whales breed and calve their young, coral reefs flourish and shipwrecks tell stories of our maritime past. Sanctuary habitats have

beautiful rocky reefs, kelp forests, whale migration routes and deep-sea canyons.

Our national marine sanctuaries provide safe habitats, called marine reserves, for species that are close to "dying out" or becoming *extinct*. National marine sanctuaries are also "living classrooms." In these marine sanctuaries people can see, touch and learn about our nation's underwater treasures. People can also learn how to protect them so that our underwater treasures will never disappear.

Nim's Dictionary

**Marine sanctuary** - a place that provides protection to part or all of the plants, creatures or cultural resources.

**Extinct** - no longer in existence, having died out.

This picture shows the 14 marine protected areas managed by the National Oceanic and Atmospheric Administration (NOAA). The 14 protected areas take up nearly 150,000 square miles of marine and Great Lakes waters. They can be found from Washington State to the Florida Keys, and from Lake Huron to American Samoa. The sanctuary system includes 13 national marine sanctuaries and the Papahānaumokuākea Marine National Monument in the Northwestern Hawaiian Islands.



## Your Turn

1. How is nature protected on and around NIM'S ISLAND?
2. What would happen if there were no marine sanctuaries?
3. How can you help protect nature where you live?
4. Tell about a time when you came in close contact with nature. What did you see? Where? What did you think at the time? What do you think now?



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## PROTECTING THE OCEAN: SANCTUARY SEARCH SHEET



Explore the the National Marine Sanctuary Program online at [www.sanctuaries.noaa.gov/visit/](http://www.sanctuaries.noaa.gov/visit/). Click on the names of the sanctuaries listed here to answer the questions below.

1. Thunder Bay: Here you will find over 100 \_\_\_\_\_.
2. Hawaiian Islands Humpback Whale Marine Sanctuary:  
Here over 10,000 \_\_\_\_\_ visit Hawaiian waters.
3. They come between the months of \_\_\_\_\_ and \_\_\_\_\_.
4. Draw a picture here of two things you could see in a marine sanctuary.



### LOOK INTO IT!



Become a member of  
**NIM'S OCEAN  
GUARDIAN  
KID'S CLUB**

Here's what you can do to join...

**Make a Difference** • Volunteer your time or donate to an organization that works to protect ocean and coastal habitats.

**Appreciate Your Ocean and Coasts** • Enjoy the ocean, waterways and shorelines. But remember that this recreation area is a fragile home to many plants and animals.

**Respect Your Ocean and Coasts** • Recycle, reduce and reuse. Keep your trash and plastics off beaches and in trash cans.

**Educate Yourself** • Read about special ocean areas like national marine sanctuaries and share what you know.

Visit [www.sanctuaries.noaa.gov/education](http://www.sanctuaries.noaa.gov/education) to find out more about NIM'S OCEAN Guardian Kid's Club. Find out how your school can become an Ocean Guardian School.



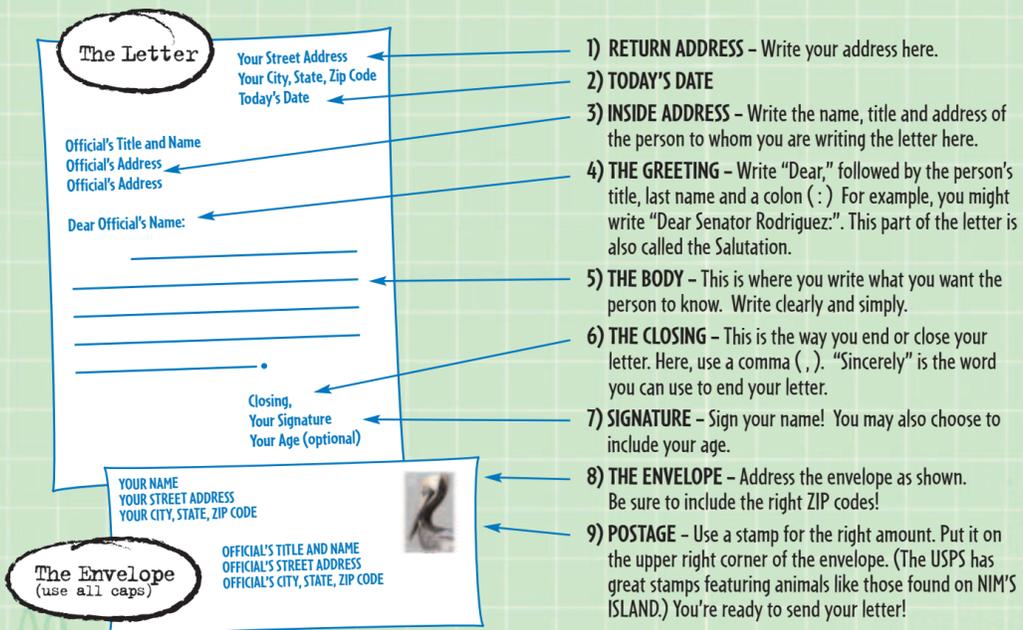
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Express Yourself **WRITE A LETTER**

There is no post office on NIM'S ISLAND. Nim and Alexandra communicate through email. Email is an important communication tool. So is letter writing. Writing a letter lets you tell other people about something you think is important. You can write a letter to a local business, a newspaper or "elected official" – such as city council member, mayor, or state or federal representative, and let them know how you feel and what you think needs to be done. This is called a persuasive letter. Persuade means "to try to get someone to do something by helping them to understand."

Parts of a Letter



Write for Wildlife!

Want to write to your lawmakers asking them to protect wildlife? Go to the National Wildlife Federation's "Action Headquarters": [www.nwf.org/action](http://www.nwf.org/action). Here you can find out about important laws and bills to help wildlife and save their natural habitats. Research the issue and write a letter to your local representatives or members of Congress. Let them know how you think they should vote on these bills and why!



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Express Yourself **WRITE A LETTER**

Return Address

---



---

Today's Date

---

Inside Address

---



---



---

Greeting

---



---



---

Body

---



---



---



---



---



---

Closing

---

Your Signature

---

Your Age

---





# WATER, WATER EVERYWHERE

While the Earth may be covered with water, very little of it can actually be used by humans. What does this mean for the ways we use water? What does this mean for the creatures who live in the ocean?

## Materials

- 2 large clear plastic containers or an aquarium (at least 4 gallons)
- 3.4 gallons of water – “The World’s Water Supply”
- 2 or 3 smaller buckets or containers (1 gallon or less)
- 2 or 3 measuring cups; several water droppers
- a map of the world or a globe; labels for containers; markers for writing labels; writing materials for brainstorming in small groups

## Objectives

- Appreciate how little water is actually available for human use
- Discuss how humans use water
- Reflect on the implications of human use on creatures who live in the ocean
- Brainstorm ideas for conserving water and working to halt pollution



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# WATER, WATER EVERYWHERE



## Procedures

**1** Brainstorm with students the ways in which people use water. You may wish to have students work in small groups to create a list of uses. When students have finished, you may wish to help arrange their findings with the following headings:

PERSONAL USES • COMMERCIAL USES • INDUSTRIAL USES •  
ELECTRICITY • IRRIGATION

**2** Brainstorm a list of places where water can be found. (Students may first do this in small groups using their Student Activity Sheets.)

**3** Challenge students to brainstorm the order in which bodies of water on Earth exist, from greatest volume (ocean) to the least volume (rivers and streams). Explain that all of this water originates from the ocean.

**4** Invite students to sit in a circle around the “world’s water supply.”

**5** Demonstrate for students that for this activity, you will begin with about 3.4 gallons of water. This will stand for all the water on Earth.

**6** Piece by piece, you and your students can remove different bodies of water that are not available for human use (see chart). Each time students remove a “body of water,” they should place that water in a separate container.

**7** Invite students to first remove the water that represents the ocean. Use the chart on this page for the approximate amounts of water they should remove. You may wish to count with students as they remove the water or have the class count along to make sure the proper amount is removed.

**8** Challenge students to state why this water cannot be used by humans (because of the salt that ocean water contains).

**9** Invite students to next remove the water stored in icecaps and glaciers, then inland seas, then (if it is possible at this point) a tiny bit for soil moisture and the atmosphere combined. As the water bodies become progressively smaller, help students to decide to use different measuring cups or water droppers to extract the water.

### REPRESENTATIVE AMOUNTS of WATER

Ocean	49 cups
Ice Caps/Glaciers	1 cup & 1 tbs
Ground Water	1/3 cup or 5 tbs
Freshwater Lakes	1/4 teaspoon
Inland Seas	1/4 teaspoon
Soil Moisture	1/8 teaspoon
Atmosphere	tiny drop
Rivers & Streams	immeasurably tiny

**10** After the listed amounts are removed, ask students about what’s left. Point out for students that humans can use only the amount remaining in the large container. (This is less than 1% of the world’s water.) Challenge students to explain why this is so.

**11** Conclude this activity by inviting students to reflect on some of these questions and to write about them on the STUDENT ACTIVITY PAGE:

- What is your connection with the ocean, even if it is hundreds or thousands of miles away from where you live?
- What are some things you can do to conserve water?



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## WATER, WATER EVERYWHERE

All of the water on Earth comes from the \_\_\_\_\_

What is your connection with the ocean, even if it is hundreds of miles away from where you live?

\_\_\_\_\_

\_\_\_\_\_

What are some things you can do to conserve water and to make sure it doesn't become polluted?

\_\_\_\_\_

\_\_\_\_\_

Why is this important for the creatures who live in water?

\_\_\_\_\_

\_\_\_\_\_

Draw a picture of a creature from NIM'S ISLAND or a creature found where you live. Show some of the things it does in its habitat.




Name: \_\_\_\_\_

Date: \_\_\_\_\_

## DESIGN A WILDLIFE HABITAT

Help find habitat for an animal from NIM'S ISLAND, or an animal found where you live. Fill in the worksheet as you learn about this animal's habitat. What does it need to live and raise its young? You can visit the National Marine Sanctuary Program's Encyclopedia of Marine Life at [www.marinelife.noaa.gov](http://www.marinelife.noaa.gov) to learn more about Nim's ocean friends.

1. Animal: \_\_\_\_\_

2. Region or ecosystem where this animal is found: \_\_\_\_\_

3. Habitat needs for this animal:



FOOD:



WATER:



COVER:



PLACES TO RAISE YOUNG:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Other plants and animals that might live nearby: \_\_\_\_\_

4. One interesting fact I found is: \_\_\_\_\_

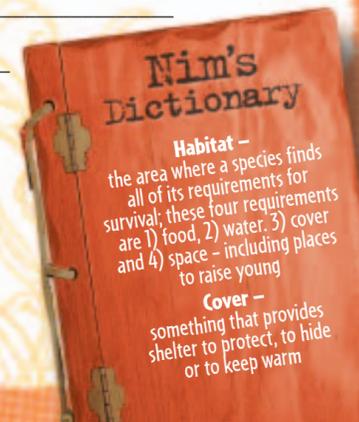
\_\_\_\_\_

\_\_\_\_\_



### Your Turn

Now that you know more about what it takes to provide wildlife habitat, go to [www.NWF.org/habitat](http://www.NWF.org/habitat) and design your own backyard or schoolyard habitat project.



Make the most of **YOUR TRIP TO THE AQUARIUM**

We are grateful to the New England Aquarium for these tips:

- Make time to visit aquariums during weekday afternoons during the school year. Typically those are less crowded times, except during school vacations.
- Go to the aquarium ahead of your class field trip. Scope it out with respect to your own class' needs. Navigate it before, not once you are there.
- Always bring other adults along – parent volunteers – a man and a woman, if possible.
- Find out where the bathrooms are.
- Find out about parking for your school bus or buses.
- Teach your class how to walk up and down stairways so that they don't interrupt the flow of traffic.
- Have a couple of hand signals – that work – so that you can get your class' attention on a moment's notice, and without having to shout.
- Figure out how much money students should bring to spend in the gift shop. Look at what's there and see what the average price is. Set a limit so kids aren't trying to outspend one another.
- Take time to focus on a few exhibits rather than trying to quickly look at every one.
- Describe what you see and make comparisons between different animals and between different exhibits.
- Give your students a group assignment based on your pre-visit: information to find, things to look for, etc. Have students plan to present something they learned or observed during their visit and what they think about it or what new questions they have.
- Look carefully, and talk about what you notice.
- Ask open-ended questions, such as:
  - What do you notice that you've never seen before?
  - Why do you think that fish is shaped that way and this other fish is shaped differently?
  - What ways can you think this exhibit or these animals are connected to our daily lives?
  - Which animal seems most interesting or exciting? What makes it interesting or exciting to you?

- How many different mouth shapes (or body shapes or fin shapes or tail shapes) can you find? What do you think each shape or set of shapes helps that type of fish to do well? Why?
- What are people doing to help these animals and the habitats they come from to be healthy?

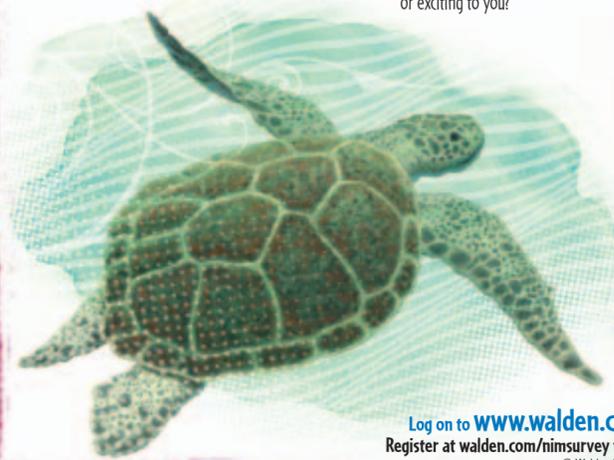


Help your students become **"OCEAN LITERATE"** just like Nim and Jack

Ocean literacy is an understanding of the ocean's influence on you – and your influence on the ocean. An ocean-literate person:

- understands the seven essential principles about the functioning of the ocean:
  - 1) the Earth has one big ocean with many features;
  - 2) the ocean and life in the ocean shape the features of the Earth;
  - 3) the ocean is a major influence on weather and climate;
  - 4) the ocean makes Earth habitable;
  - 5) the ocean supports a great diversity of life and ecosystems;
  - 6) the ocean and humans are inextricably interconnected; and
  - 7) the ocean is largely unexplored.
- can communicate about the ocean in a meaningful way; and
- is able to make informed and responsible decisions regarding the ocean and its resources.

Find out more about ocean literacy and how you can join the network at:  
[www.coexploration.org/oceanliteracy](http://www.coexploration.org/oceanliteracy).



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Read the book from **RANDOM HOUSE CHILDREN'S BOOKS**



**MOVIE ART & PHOTOS**  
ISBN: 0-385-73606-1  
**TRADE PAPERBACK**  
ISBN: 0-440-41868-2

A girl. An iguana. An island. And e-mail. Meet Nim – a modern-day Robinson Crusoe! She can chop down bananas with a machete, climb tall palm trees and start a fire with a piece of glass. So she's not afraid when her scientist dad sails off to study plankton for three days, leaving her alone on their island. Besides, it's not as if no one's looking after her – she's got a sea lion to mother her and an iguana for comic relief. She also has an interesting new e-mail pal. But when her father's cell-phone calls stop coming and disaster seems near, Nim has to be stronger and braver than she's ever been before. And she'll need all her friends to help her.

Read the Movie Tie-in Books from **SCHOLASTIC**

**NIM'S ISLAND Movie Storybook**  
ISBN: 978-0545065764

This is a 6" x 9", 32-page, four-color easy reader that introduces Nim and her friends to young readers. This book will have simple words and sentence structures so that beginning readers will be able to read it on their own. Images from the movie will be used to represent what Nim's life is like on the island with her animal friends.



**Nim's Friends**  
ISBN: 978-0545065757

This is an 8" x 10 1/2", 56-page, four-color movie storybook that tells the whole story of the NIM'S ISLAND movie. This book is designed to be read by a parent to a child, and also features simpler words and sentence structures so kids will be able to follow along.

Images from the movie are used to represent the story of the NIM'S ISLAND script to the reader.

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**MEET OUR PARTNERS**

**NATIONAL WILDLIFE FEDERATION**

[www.nwf.org](http://www.nwf.org)

National Wildlife Federation (NWF) inspires Americans to protect wildlife for our children's future. NWF believes education is the key to creating a world where wildlife thrives. We teach children, families and concerned citizens how they can help protect wildlife and our natural world.



For more than 70 years, NWF has been connecting people of all ages with nature through award-winning education programs and resources, such as Backyard Wildlife Habitat®, Schoolyard Habitats®, Climate Classroom and Green Hour® programs. NWF publishes Your Big Backyard® and Ranger Rick®, the nation's first environmental magazine for kids. These programs and publications have guided generations to learn more about wildlife and open their eyes, hearts and minds to the mysteries and wonders of nature.

NWF engages millions to speak and act on behalf of wildlife and our environment. You can get involved by observing National Wildlife Week from April 19-27 and get active outdoors. Join others as you watch wildlife where you live during the National Wildlife Watch. Download local wildlife lists and even report your sightings online at [www.nwf.org/watch](http://www.nwf.org/watch). If you want to do something more hands-on, visit [www.nwf.org/youthservice](http://www.nwf.org/youthservice) for many ideas about special environmental action projects that you can do at home or get others to do with you.

**NOAA NATIONAL MARINE SANCTUARY PROGRAM**

[www.sanctuaries.noaa.gov](http://www.sanctuaries.noaa.gov)



The NOAA National Marine Sanctuary Program seeks to increase the public awareness of America's marine resources and maritime heritage by conducting scientific research, monitoring, exploration and educational programs. Today, the sanctuary program manages 13 national marine sanctuaries and one marine national monument that together encompass more than 150,000 square miles of America's ocean and Great Lakes natural and cultural resources.

Although NIM'S ISLAND is an imaginary place, special ocean areas, such as national marine sanctuaries really do exist. These marine protected areas are living classrooms where people can see, touch and learn about our nation's underwater treasures, as well as protect them for future generations. The ocean sustains life on Earth, so find out more about these special ocean areas and what you can do to help at [www.sanctuaries.noaa.gov/education](http://www.sanctuaries.noaa.gov/education).

Make sure to visit [www.sanctuaries.noaa.gov](http://www.sanctuaries.noaa.gov) to find out more about protecting and preserving America's ocean and Great Lakes treasures and how you can become a member of Nim's Ocean Guardian Kid's Club. Also visit the National Marine Sanctuaries' Encyclopedia of Marine Life at [www.marinelife.noaa.gov](http://www.marinelife.noaa.gov) to find out more information about Nim's ocean friends, and you won't want to miss the exciting NIM'S ISLAND virtual expedition on [www.oceanslive.org](http://www.oceanslive.org).

## EDUCATORS!

Go to [walden.com/reelthinking](http://walden.com/reelthinking) to register your class for an interactive, standards-based **NIM'S ISLAND** Reel Thinking Event!

# EDUCATOR PAGE

All activities are appropriate for grades 2 through 5.

## NATIONAL CONTENT STANDARDS FOR ACTIVITIES

### ACTIVITY ONE Explore NIM'S ISLAND

English/Language Arts: NCTE/IRA Standard 1: Reading for Perspective Standard 3: Evaluation Strategies Social Studies: NCSS Standard 3: People, Places and Environments Science: NSES Grades K-4 Life Sciences Standard C: students should develop understanding of: the characteristics of organisms, life cycles of organisms, and organisms and environments Visual Arts: CNAEA Standard 1: Understanding and Applying Media, Techniques and Processes

### ACTIVITY TWO The Ocean

English/Language Arts: NCTE/IRA Standard 3: Evaluation Strategies Standard 5: Communication Strategies Visual Arts: CNAEA Standard 1: Understanding and Applying Media, Techniques and Processes Social Studies: NCSS Standard 3: People, Places and Environments Science: NSES Grades K-4 Life Sciences Standard C: students should develop understanding of: the characteristics of organisms, life cycles of organisms, and organisms and environments

### ACTIVITY THREE Protecting the Ocean

English/Language Arts: NCTE/IRA Standard 1: Reading for Perspective Standard 3: Evaluation Strategies Social Studies: NCSS Standard 3: People, Places and Environments

### ACTIVITY FOUR Write a Letter for Wildlife!

English/Language Arts: NCTE/IRA Standard 4: Communication Skills Social Studies: NCSS Standard 2: Time, Continuity and Change Character Education: Chicago Public Schools Character Standard 1: Caring; Standard 6: Honesty and Truthfulness

### ACTIVITY FIVE Water, Water Everywhere

English/Language Arts: NCTE/IRA Standard 3: Evaluation Strategies; Standard 5: Communication Strategies Mathematics: NCTM Measurement; Understands measurable attributes of objects and the units, systems and processes of measurement Social Studies: NCSS Standard 3: People, Places and Environments Science: NSES Grades K-4 Life Sciences Standard C: students should develop understanding of: the characteristics of organisms, life cycles of organisms, and organisms and environments.

### ACTIVITY SIX Design a Wildlife Habitat

Social Studies: NCSS Standard 3: People, Places and Environments Science: NSES Grades K-4 Life Sciences Standard C: students should develop understanding of: the characteristics of organisms, life cycles of organisms, and organisms and environments.



Log on to [www.walden.com](http://www.walden.com) for additional activities and information.  
Register at [walden.com/nimsurvey](http://walden.com/nimsurvey) to win a Walden Media Library of books and DVDs.

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