

- Read the Vocabulary Words and their definitions. Then write the Vocabulary Word that best completes each sentence.

gauge: instrument used for measuring or testing

dissipate: to spread out until it disappears

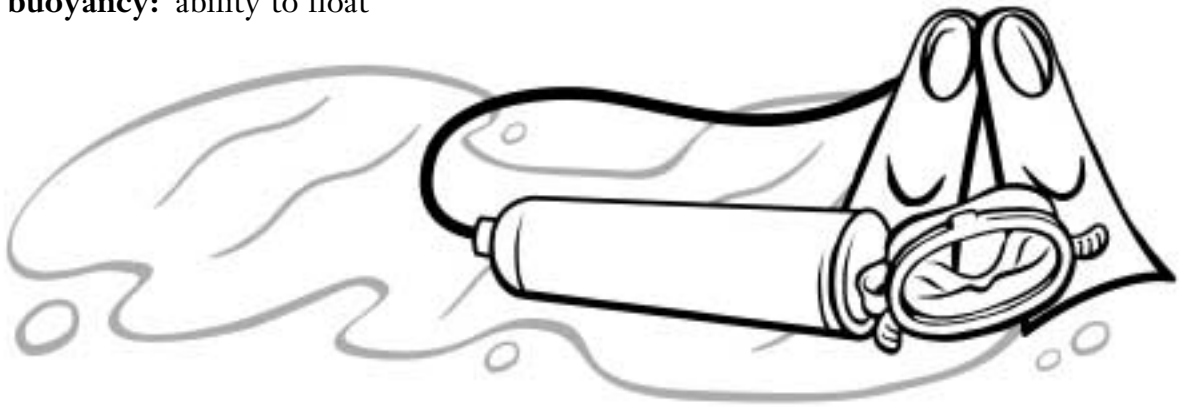
salvage: relating to the saving of a ship or any of its possessions

abounded: was in full supply

diversity: variety

acoustic: relating to the sense of hearing or sound

buoyancy: ability to float



1. Scuba divers need to know how deep they are. They use a _____ to measure this.
2. Divers want to _____ the sunken ship. They are trying to get all the pieces out of the water.
3. What is the _____ of that bath toy? Does it float well?
4. There is great _____ in the sea. Just think of all the different fish species.
5. Air bubbles _____. They rise in the water and spread out. Eventually they are gone.
6. We had hundreds of helpers at the teen centers. It was so nice that volunteers _____.
7. The _____ system was great. Everyone was able to hear the music.

TO THE TEACHER: Read aloud the directions and ask the students to read silently with you. Ask for volunteers to say each word and then use the word in a sentence. Encourage a discussion of the ocean. Ask students to speculate about how the words might relate to being on or in the ocean.

- Read the paragraphs. Circle the letter of the best answer to each question.

Diving is the most exciting water sport. The best place to dive is in the Caribbean Sea. The waters are deep and clear. Hundreds of fish species swim there, as do many other kinds of marine life. Some of this marine life has not yet been named by science.

Diving is fun. It can also be dangerous. This makes proper equipment very important. The equipment includes flippers, a snorkel, a mask, and a wetsuit. Flippers are the hardest to get used to wearing. They feel weird on your feet. And they make walking very hard.

- 1 Which statement is a fact?

- A Diving is the most exciting water sport.
- B Diving equipment includes flippers, a snorkel, a mask, and a wetsuit.
- C Flippers feel weird on your feet.
- D The best place to scuba dive is the Caribbean Sea.

**Tip**

A fact can be proven true. Choose the statement that can be proven true.

- 2 Which statement is an opinion?

- F Hundreds of fish species swim in the Caribbean Sea.
- G Divers need equipment.
- H Flippers are hard to get used to.
- J Some of the marine life has not been named.

**Tip**

An opinion tells someone's feelings or thoughts. Choose the statement that describes someone's feelings.

- 3 The paragraph says that the Caribbean is the best place for diving. Which fact does NOT support this?

- A Hundreds of fish species swim there.
- B The waters are deep and clear.
- C Proper diving equipment is very important.
- D Many kinds of marine life swim there.

**Tip**

Read the underlined sentence. Which answer choice has nothing to do with this idea?

TO THE TEACHER: Help students to recognize some clues that will help them identify facts and opinions. Make a fact/opinion chart on the board. Write each sentence from the paragraph in the appropriate column of your chart. Ask volunteers to come up with other examples to add to your chart. Then allow students to note any patterns they might see. For example, opinion statements use emotional words (*feel, think, want*). Caution students that there are no "rules" regarding sentence construction of fact/opinion. Rather this is one tool to help them figure out if a statement is a fact or an opinion.

Name _____

Dive!
Denotation/
Connotation

► Read each sentence. Choose the word that has the connotation named in parentheses. Write the word on the blank.

- Brian likes to deep-sea dive. This can be a (an) _____ sport. **(negative connotation)**
dangerous exciting
- He is such a _____ person. **(positive connotation)**
bold reckless
- Last week Brian went shopping. He _____ to the front of the store. **(positive connotation)**
crept strode
- He tried to pick up an oxygen tank. He lost his grip. It _____ to the floor. **(negative connotation)**
dropped thudded
- All of the sales clerks _____ at Brian. **(negative connotation)**
gazed glared
- “Sorry about that,” _____ Brian. **(negative connotation)**
muttered said
- One clerk whispered, “He’s too _____ to carry that heavy equipment.” **(negative connotation)**
puny small



► Read the pairs of words. Decide the connotation of each word. Write each word in the chart where it belongs.

teach/brainwash clever/sneaky junk/antique

Positive	Negative
8. _____	9. _____
10. _____	11. _____
12. _____	13. _____

TO THE TEACHER: Read the directions aloud while students follow along silently. Ask volunteers to read each sentence aloud. Discuss any unfamiliar phrases or words. Understanding the connotation of words can mean the difference between simple comprehension and mastery of the language. Give students further practice. Have small groups read short magazine articles, stories, literary excerpts, and so on. Ask them to create charts like the one above using words from their reading.

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