

Strand: Earth/Space Science

Theme: Oceans

Purpose for Reading: To find out what animals live in the ocean.

Comprehension Strategies: Extracting information, analyzing and synthesizing information.

Vocabulary

Dictionary Words: dolphin, fish, octopus, shark, turtle, whale

Vocabulary Words: fin, flippers, shell, tail, teeth, tentacle

High-Frequency Words: an, in, is, it, the, this

Before Reading

- Invite the students to talk about all the animals they know that live in the ocean. List these animals on the board.
- Read the title and ask the students the name of the ocean animal on the cover of the book. Add *turtle* to the list if it is not there.
- Turn to the title page. Have the students say if this animal is on their list or not.
- Tell the students that they are going to read this book to find out the names and some features of other ocean animals. They should keep this in mind as they read.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at each photo and see if they can say what ocean animal it is. Read the labels together. Invite the students to speculate on which is the biggest ocean animal on the page.

Take a Photo Walk

- Pages 4–5: Ask the students to look at the photo of the fish. What information does this photo give them about fish? Read the label together. Ask the students to identify other body parts of the fish. Introduce the word *scales* if the students do not know it.
- Pages 6–7: Discuss the information contained in the photo of the shark. Invite the students to name the body parts.
- Pages 8–9: Invite the students to look at the photo of the turtle. Ask them what information they can find out about turtles from the photo. Read the label together.
- Pages 10–11: Invite the students to discuss the information they can get from the photo of the dolphin. Read the label together.
- Pages 12–13: Have the students look at the photo of the whale. Can they see its flippers? Read the label together. What other information about whales can the students get from this photo?
- Pages 14–15: Explain that octopuses have eight tentacles, although they cannot see them all in this photo. Ask what they can tell about an octopus from the photo.

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Ask the students to read this

page together. Remind them to point as they read. Remind them where to start reading the second line.

- Ask the students to continue reading the book independently. Remind them to think about the information in the words and the photos as they read. Provide support where necessary.

After Reading

Comprehension

- Discuss with the students the information they now have about ocean animals. Have them recall which animals have tails, flippers, fins. *Which ocean animals have tentacles, which have shells?* Make a comparison chart to record this information.

	Animal
Tail	
Flipper	
Fins	
Tentacles	
Shells	

- Provide a think-aloud model to help the students think about one type of information that was not in the text; for example, the size of the animals. Have the students then suggest other things that they didn't learn from reading this book, such as what ocean animals eat.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *an* on page 14. Make a chart using the word *an*; for example, an octopus, an apple, an egg, an ice cream,

an umbrella. Read the chart together. Invite volunteers to point to the word *an*. Add *an* to a high-frequency word chart or word wall.

- Expand the concept of oceans. Draw a semantic web with all the things on it that the students know about oceans. Use an atlas or globe to find the world's oceans.

Oral Language

- Have the students take turns with a partner to ask an ocean animal riddle. For example, I have eight legs and tentacles. What am I?

Writing

- Have the students draw a picture of one of the ocean animals in the book. Have them use the sentence frames to write their caption. This is an ocean animal. It is a _____.

Creative Extension Activities

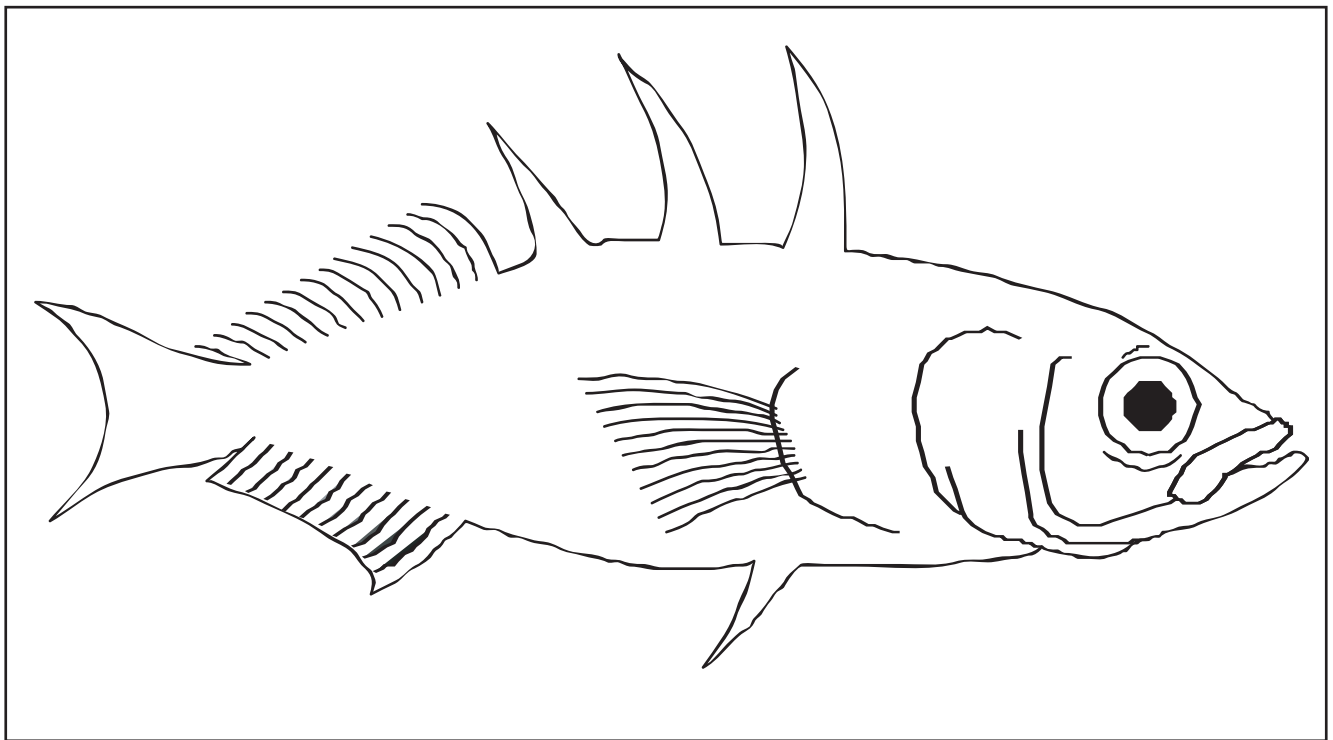
- Sort the ocean animals into categories by how they move. Discuss those that use flippers, legs, tails.
- Cut out fish shapes. Write a high-frequency word on each shape. Attach a paper clip to the fish. Tie a small magnet to a piece of string. Invite the students to fish with the magnet. When a fish is caught, have the students read the word.
- Make a collage of ocean animals. Use colored paper, pasta shells etc, to cover the animals' bodies. Stick the animals onto an ocean background. Label the animals.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Color the fish.



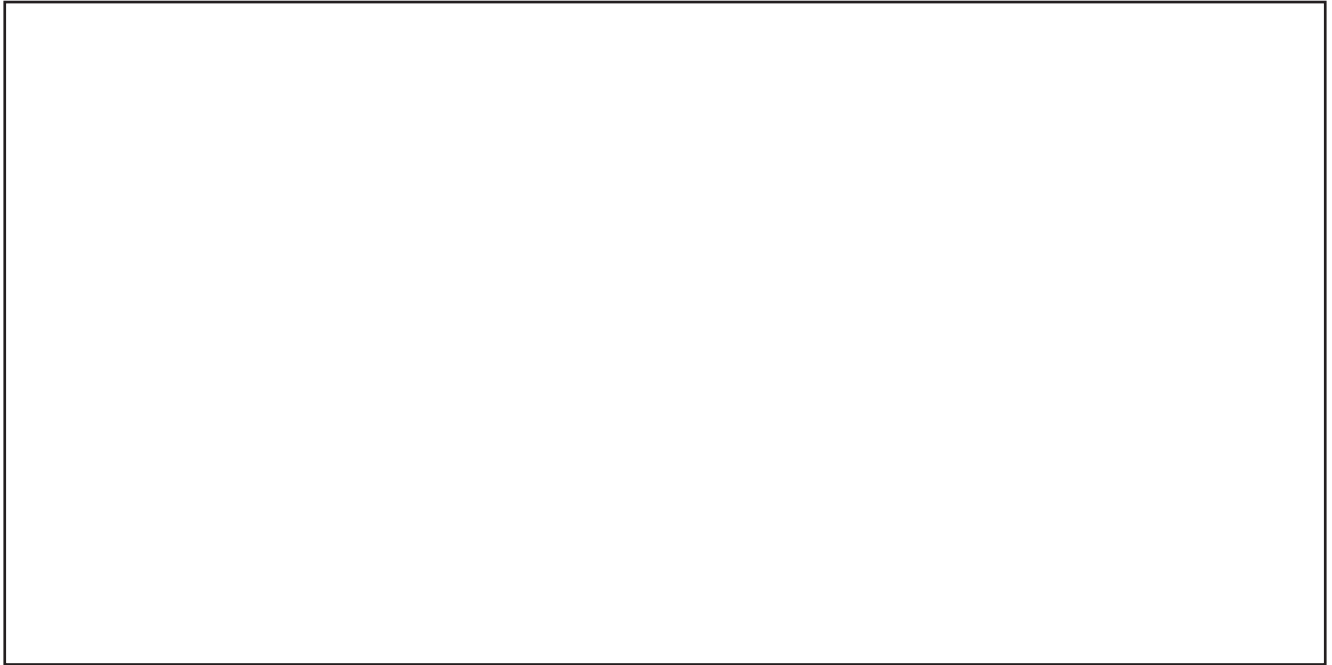
Complete the sentences.

This i__ __ fish.

It lives i__ t_____ ocean.

Name: _____

Draw the animal with a shell.



Draw the animal with teeth.

