

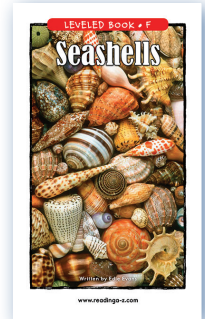
Focus Question:

How do seashells help mollusks?

Book Summary

Text Type: Nonfiction/Informational

Many children love collecting seashells on the beach, but do they know where seashells come from or what purpose they serve? In *Seashells*, readers will learn facts about seashells and how they help protect animals called *mollusks*. The simple text and detailed photographs will keep students engaged while supporting early emergent readers. This book can also be used to teach students to compare and contrast as well as to connect to prior knowledge to better understand text.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Compare and contrast information in a text
- ☐ Understand the importance of photographs to enhance the text
- ☐ Discriminate initial and final consonant /s/ sound
- ☐ Identify initial and final consonant Ss
- ☐ Recognize and use simple subjects in sentences
- ☐ Identify and use homophones

Materials

- ☐ Book: *Seashells* (copy for each student)
- ☐ Compare and contrast, initial and final consonant Ss, simple subjects worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book.

- **High-frequency words:** *call*, *home*, *live*
- **Words to Know**
Story critical: *bumpy* (adj.), *mollusks* (n.), *protect* (v.), *shells* (n.), *skeleton* (n.), *spotted* (adj.)
- **Academic vocabulary:** *compare* (v.)*, *contrast* (v.)*

Guiding the Reading

Before Reading

Build Background

- Place on the board a picture of a seashell. Ask students to turn to a partner and use adjectives to describe the seashell. Invite volunteers to share their ideas with the class.
- Next, place on the board another picture of a seashell. Ask students to tell a partner how the two seashells are alike and how they are different. Invite volunteers to share their ideas with the class.

Introduce the Book

- Give students their copy of *Seashells*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and new information they read, which is called *connecting to prior knowledge*. Remind them that thinking about what they already know about the topic of a book will help them to better understand what they read. Read aloud the title of this book and ask students to look at the front and back covers. Invite volunteers to share what they already know about this topic, on the basis of the title and cover pictures.

Introduce the Comprehension Skill:

Compare and contrast

- Explain to students that readers better understand a story when they compare and contrast details such as characters, settings, and subjects. Explain that to compare, readers look at how things are alike, and to contrast, readers look at how they are different.

Guiding the Reading (cont.)

- Refer back to the two pictures of seashells on the board. Explain that when students were telling how the seashells were alike and different to their partner they were comparing and contrasting. Draw a Venn diagram on the board and fill it in using the information students provided earlier about the two seashell pictures. Explain that Venn diagrams are tools used for comparing and contrasting.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about seashells. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- What are shells?* (level 1) page 4
- Where do mollusks live?* (level 1) page 5
- What might happen if a mollusk didn't have a seashell to protect it?* (level 3) page 6
- How are all of the mollusks in this book alike?* (level 3) multiple pages
- What happens to a seashell after a mollusk dies?* (level 2) pages 11–12
- Why would another animal want to live in an empty seashell?* (level 3) page 12

Text Features: Photographs

Explain that photographs help readers know exactly what something looks like. Emphasize that photographs can help readers better compare and contrast details from the text. Have students look at the photographs on page 5. Ask students: *How do these photographs help you better understand*

the different types of mollusks that grow seashells? What details do you see in the photographs that you could use to compare and contrast the mollusks?

Have students review other photographs in the book and discuss in groups how the details in these photographs can be used to compare and contrast. Invite volunteers to share their ideas with the class.

Skill Review

- Model for students how you connect with prior knowledge as you read. Share personal experiences of visits to the beach or of collecting seashells. Ask volunteers to share their personal connections with the class.
- Have students stop now and then to compare mollusks in the book.
- Model comparing and contrasting.
Think-aloud: *Two of the fascinating mollusks from this book are the oyster and the nautilus. These two mollusks are alike because they both live under the water. These two mollusks are different because the oyster's shell is bumpy while nautilus's shell is striped. Comparing and contrasting these two mollusks helps me better understand and remember the information presented in this book.*
- Model how to complete the **compare-and-contrast worksheet**. Have students compare and contrast two mollusks from this book using a Venn diagram.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Compare and contrast

Review the Venn diagram that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class. Ask students to share how comparing and contrasting helped them better understand the information presented in this book.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the focus question. (Answers will vary. Students should include that seashells are the bones grown outside of the mollusks' soft bodies to protect them from harm.)

Comprehension Checks

- Book quiz**
- Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Initial and final consonant /s/ sound

- Say the word *seashells* aloud to students, emphasizing the initial and final /s/ sounds. Have students say the word aloud and then say the /s/ sound. Have students practice saying the /s/ sound to a partner.
- Read pages 3 and 4 to students. Have students stand up when they hear a word that begins with the /s/ sound and put their hands on their head when they hear a word that ends with the /s/ sound.
- Say the following word pairs, and have students identify the word in each pair that begins with the /s/ sound: *silly/funny, shirt/belt, sun/cloud, banana/strawberry, phone/screen*.
- Repeat the activity but ask students to identify which word in each pair ends with the /s/ sound: *lobsters/crab, sea/dogs, snails/pig, computers/printer*.
- **Check for understanding:** Say the following words one at a time, and have students give the thumbs-up signal when they hear a word that begins with the /s/ sound and a thumbs-down signal when they hear a word that ends with the /s/ sound: *scarf, sock, chairs, donuts, shake, shave, books, and steal*.

Phonics: Initial and final consonant Ss

- Write the word *sea* on the board and read it aloud with students.
- Have students say the /s/ sound aloud. Then, run your finger under the letters in the word *sea* as students say the whole word aloud. Ask students to identify which letter represents the /s/ sound in the word *sea*.
- Repeat this activity with the word *mollusks*. Ask students how the words *sea* and *mollusks* are the same and how they are different. Point out that the words *sea* and *mollusks* both have the /s/ sound, but *sea* has the /s/ sound in the beginning of the word while *mollusks* has the /s/ sound at the end of the word.
- **Check for understanding:** Write the following words on the board: *seal, oysters, sea turtle, and clams*. Say each word, one at a time, and have students stand up if they hear the /s/ sound at the beginning of the word and crouch down if they hear the /s/ sound at the end of the word.
- **Independent practice:** Introduce, explain, and have students complete the [initial-and-final-consonant-Ss worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Simple subjects

- Explain to students that every sentence has a *subject*, or a noun that the sentence is about. Explain that a subject can be a person, an animal, or even an object. Point out that often the subject is performing the action in the sentence.

- Write the following sentence on the board: *Mollusks live under the water*. Read the sentence aloud with students. Ask students to point to the subject in the sentence (*Mollusks*).
- Write several sentences that describe seashells on the board. Have students read each sentence and work with a partner to identify the subject. Invite volunteers to come to the board and circle the subject in every sentence.
- **Check for understanding:** Have students reread the book in groups and discuss the subjects they find. Ask students to circle the subject in every sentence.
- **Independent practice:** Introduce, explain, and have students complete the [simple subjects worksheet](#). If time allows, discuss their answers.

Word Work: Homophones

- Write the words *sea* and *see* on the board. Read the following sentence aloud to students: *The mollusks live in the sea*. Ask a volunteer to circle the word on the board that he or she heard in the sentence (*sea*). Next, read the following sentence aloud to students: *I see you sitting over there*. Ask a volunteer to underline the word on the board that he or she heard in that sentence (*see*).
- Explain or review that *sea* and *see* are *homophones*, which are words that sound the same but are spelled differently and have different meanings.
- Put students into small groups. Write the words *flower/flour* and *read/red* on the board and discuss each word's meaning. Have students work together to create a sentence that includes each word. Invite volunteers to share their sentences with the class.
- **Check for understanding:** Write the following sentences on the board: *He _____ the game. (one, won) She is _____ years old. (two, too). The _____ is drinking water. (deer, dear)* Have students choose the correct homophone to complete each sentence.

Connections

- See the back of the book for cross-curricular extension ideas.