



About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 1,004

Book Summary

Manatees are large, gentle sea mammals that are shaped like chubby dolphins and have pudgy, wrinkled faces. This book describes the various species of manatees, where they live, and their behaviors. It concludes with a discussion of the threats to manatee survival and steps being taken to protect these endangered animals.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Make inferences and draw conclusions to understand text
- Identify vowel digraphs ee and ea
- Identify and use adjectives
- Identify syllable patterns within words

Materials

Green text indicates resources available on the website

- Book—**Manatees** (copy for each student)
- Chalkboard or dry erase board
- **KWL/ask and answer questions, make inferences/draw conclusions, adjectives, syllable patterns worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Content words:

Story critical: **blubber** (n.), **extinct** (adj.), **marine mammals** (n.), **migrate** (v.), **predators** (n.), **sea cows** (n.)

Enrichment: **protect** (v.), **sea sirens** (n.), **Sirenia** (n.)

Before Reading

Build Background

- Ask students to share what they already know about manatees. Have students tell what they know about what a manatee looks like, where it lives, and what it eats.
- Give students the **KWL/ask-and-answer-questions worksheet**. As students discuss what they know, have them fill in this information in the first section (K) of the worksheet.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, author's name).
- Have students preview the table of contents. Explain that the table of contents helps readers understand what the book is about. Have students use the table of contents to generate questions about what they want to know about manatees.

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that asking questions and looking for questions as they read helps readers pay close attention to the important details in a book.
- Model asking and answering questions.
Think-aloud: As I look at the photos on pages 5 and 6, I can see that the manatee is a very large animal. I want to know if manatees are so large because they eat a lot. In the W section of my KWL chart, I am going to write: Do manatees eat a lot?
- Invite students to use the section headings, photos, and illustrations to come up with their own questions. Encourage students to share the questions they have generated.
- Have students write their questions in the second section of their KWL/ask-and-answer-questions worksheet.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondences to figure out words. They can look for base words, prefixes, and suffixes.
- Direct students to page 11. Ask students to find the word *predators*. Model how they can use context clues to figure out the meaning of an unfamiliar word. Explain that the sentence before the word explains how manatees are gentle animals and cannot defend themselves. The sentence containing the unfamiliar word states that manatees stay close to shore to keep themselves safe from sharks. Explain to students that these clues make you think that the word *predators* means *animals that eat and hunt other animals*. Have students follow along as you reread the sentence to confirm the meaning of the word.
- Remind students to check whether a word makes sense by rereading the unfamiliar word in the sentence.

Set the Purpose


- Have students refer to their KWL/ask-and-answer-questions worksheet as they read to answer the questions they have generated about manatees.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 6. Have them go back and reread the pages if they finish before everyone else.
- Have students read aloud individually and listen for their use of word-attack strategies as they read.
- Model how to ask and answer a question on the KWL chart.
Think-aloud: While I was reading, I found out the answer to the first question on my KWL chart. I found out that manatees eat a large amount of food and eat for several hours at a time. I was able to use the information in the text to answer my first question and learn more about manatees.

- Have students read to the end of the book. Remind them to use the book to answer the questions on their KWL worksheet as they read. Have students write their answers on their worksheet.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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.

Reflect on the Reading Strategy

- Have students share the answers they found to their questions. Review with students that asking questions before they read and finding answers while they read helps them pay closer attention to and gain a better understanding of what they read.

Teach the Comprehension Skill: **Make inferences/Draw conclusions**


- **Discussion:** Explain to students that readers can use clues in the text to draw conclusions about ideas in a book. Drawing conclusions can help readers better understand information in the text.
- **Introduce and model:** Ask students to reread page 7. Write the following clues from the text on the board: *chubby dolphin; pudgy; heavy, solid bones*. Have students share what conclusion they can draw about manatees from these clues (manatees weigh a lot).
- **Check for understanding:** Give students the [make inferences/draw conclusions worksheet](#). Have them reread page 11. Ask students what conclusion they can draw from the following clues: *gentle; harmless; no way to defend themselves* (manatees are not mean animals). Have students write the conclusion on their worksheet.
- **Independent practice:** Have students complete the worksheet by identifying both the conclusion and the clues from the book that support the conclusion.

 Instruct students to use the inside back cover of their book to write and illustrate two interesting facts they learned about manatees from the text.

Build Skills

Phonics: **Vowel digraphs ee and ea**


- Write the word *manatees* on the board and say the word aloud with students.
- Have students say the long /e/ vowel sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters stand for the long /e/ vowel sound in *manatees*.
- Underline the letters ee in the word *manatees*. Explain to students that the letters ee together stand for the long /e/ vowel sound. Say the following words with the vowel digraph ee aloud one at a time: *greet, speech, sweet*. Ask volunteers to spell the words aloud as you write them on the board.
- Write the word *breathe* on the board and say the word aloud with students.
- Have students say the long /e/ vowel sound aloud. Then run your finger under the letter in the word as students say the whole word aloud. Ask students to identify which letters stand for the long /e/ vowel sound in *breathe*.
- Underline the letters ea in the word *breathe*. Explain to student that sometimes when the letters ea are together in a word they make the long /e/ sound. Say the following words with the vowel digraph ea aloud one at a time: *leaf, peach, reach*. Ask volunteers to spell the words aloud as you write them in the board.

 **Check for understanding:** Ask students to turn to pages 5 and 6. Have students work with a partner to locate and circle any words containing vowel digraphs *ee* and *ea*. Discuss their answers as a class. Ask students to repeat the same procedure on pages 15 and 16 of the text. Discuss their responses.

Grammar and Mechanics: **Adjectives**

- Explain or review that *adjectives* are words that describe (*people, places, or things*). Write the following sentence on the board and have students identify the adjectives in the sentence: *On vacation, I went swimming in the salty ocean and played on the warm, soft sand (salty, warm, soft).*
- Have students turn to page 7 in the text. Ask students to identify the adjectives used to describe manatees (*chubby, large, pudgy, heavy, solid*).
- **Check for understanding:** Write the following words on the board: *apple, car, flower*. Ask students to come to the board and write adjectives that can be used to describe each word.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: **Syllable patterns**

- Explain to students that there are rules for how to divide words into syllables. Review the following with students:
 1. Each syllable represents a beat within the word.
 2. Each syllable has only one vowel sound.
 3. Words are divided between syllables.
 4. When two consonants come between two vowels, the word is divided between the consonants.
 5. A prefix or suffix makes a separate syllable.
- Write the following words on the board: *mermaids, funny, sometimes, chubby*. Ask students to say each word and clap the syllables they hear. Have the students say how many syllables each word has.
-  **Check for understanding:** Write the following words on the board: *also, today, smaller, shallow, blubber*. Have students use the inside front cover of their book to write each word and show how each word is divided into syllables (*al/so; to/day; small/er; shall/ow; blub/ber*). Ask students to choose three other words from the book. Have them write these words on the inside front cover and show how to divide each word into syllables.
- **Independent practice:** Introduce, explain, and have students complete the [syllable patterns worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing and Art Connection

Have students write a leaflet urging people to protect manatees. Ask students to include arguments about why manatees should be protected, what threats they are facing, and what specific steps people can take to protect manatees and their habitat. When finished, have students illustrate the leaflet.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Science Connection

Have students use the Internet to research a different marine mammal. Students may choose from the following animals: whales, seals, dolphins, sea lions, otters, and porpoises. Have students focus their research to include a description of the animal, its habitat, its diet, and other interesting facts. Ask students to use the information to create a diorama on the animal.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently ask and answer questions while reading to understand and remember information in the text
- accurately make inferences and draw conclusions using information within text and on a worksheet
- consistently recognize vowel digraphs *ee* and *ea* during discussion and in the text
- correctly identify and use adjectives during discussion and on a worksheet
- accurately identify syllable patterns during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)