

### Focus Question:

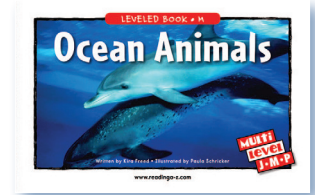
*How are ocean animals the same? How are they different?*

### Book Summary

Text Type: Nonfiction/Informational

Within the vast ocean, there exist many fascinating creatures. *Ocean Animals* provides students with an entertaining and detailed glimpse into this ocean community. The book can also be used to teach students how to determine the main idea and supporting details and to effectively ask and answer questions.

The books and lesson are available for levels J and P.



### Lesson Essentials

#### Instructional Focus

- ☐ Ask and answer questions
- ☐ Determine main idea and supporting details
- ☐ Describe information provided by photographs
- ☐ Identify consonant *sh* digraph
- ☐ Recognize and use adjectives
- ☐ Place words in alphabetical order

#### Materials

- ☐ Book—*Ocean Animals* (copy for each student)
- ☐ Main idea and details, adjectives, alphabetical order 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](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *endangered* (adj.), *lobes* (n.), *mammals* (n.), *pollution* (n.), *prey* (n.), *reptiles* (n.)

- **Academic vocabulary:** *allow* (v.), *community* (n.), *instead* (adv.), *protect* (v.), *through* (prep.), *use* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board photographs of various animals, including an assortment of ocean animals. Have students work with a partner to discuss different ways to classify the animals in the photographs. Invite partners to share their findings with the class. Point out that one way to sort the animals is by their habitat, or where they live. Ask students to identify which animals would live in the ocean, in warm climates, cold climates, and so on.

##### Introduce the Book

- Give students their copy of *Ocean Animals*. 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:

##### Ask and answer questions

Explain to students that engaged readers consider what they know and don't know about a topic before beginning to read. Create a KWLS chart on the board. Invite students to share their knowledge of ocean animals and record this information in the *K* column of the chart. Ask students what questions they have about ocean animals and record these questions in the *W* column. Point out that the *L* column is to record what they have learned from the book and the *S* column is for information they still want to know that was not included in the text.

##### Introduce the Comprehension Skill:

##### Main idea and details

- Explain to students that books often have a main idea, or a general idea that is the subject of the book. Point out that the details are the extra descriptions and information that help readers to better understand the book.

### Guiding the Reading (cont.)

- Explain that the title of a book often provides clues about the main idea and that the details in the book are also related to the main idea.
- Have students work with a partner to predict the main idea of the book, using information from the title, photographs, and illustrations. Invite students to share predictions with the rest of the class.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about ocean animals. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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.

- *Where do ocean animals spend their time?* (level 1) page 3
- *How are mammals and reptiles similar? How are they different?* (level 2) multiple pages
- *In what ways are hammerhead sharks and great white sharks similar? How are they different?* (level 2) pages 7 and 10
- *How is the great white shark different from all other sea animals?* (level 1) page 10
- *How are leatherback turtles and blue whales similar? How are they different?* (level 2) pages 13 and 14
- *How are the animals that live in the ocean part of a community?* (level 3) multiple pages
- *In what ways can humans help the ocean community survive? Why is this important?* (level 3) page 15

### Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information about the topic. Have students work in small groups to review the photographs on pages 3 and 4. Ask students: *How does the photograph on page 3 help you to better understand that ocean animals are a part of a community? How do the photographs on page 4 help you understand more about ocean animals?* Have students review other photographs in the book and discuss as a class why the author chose to include each one. Have students compare and contrast the illustration of each ocean animal to the photograph.

### Skill Review

- Review the questions listed in the KWLS chart with students. Ask volunteers to share information from the book that answered their questions and record this information in the *L* column. Invite students to share new questions that arose as they read and record them in the *W* column. Remind students that not all questions will be answered in the book and this information should be listed in the *S* column. Invite students to discuss where they might be able to find more information about ocean animals.

- Review with students their predictions for the main idea of this book. Model identifying main idea and details.

**Think-aloud:** *This book is providing me with information about different ocean animals. Before I began reading, I used the title of the book and the photographs and illustrations to make a prediction about the book's main idea. After reading the beginning of this book, I know that the main idea is many kinds of animals living in the ocean form an ocean community. I know that every book has details that help explain the main idea. For example, on the cover page, I see a photograph of a dolphin. Because a dolphin is an animal that lives in the ocean community, I know that dolphin is a detail that supports the main idea.*

- Model how to complete the [main-idea-and-details worksheet](#). Have students identify details from the book and circle them. Then, have students discuss the details in small groups.

### 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: Main idea and details

Review the main-idea-and-details worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they recorded.

### Guiding the Reading (cont.)

#### Comprehension Extension

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

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Responses should include the following information: *Ocean animals are similar in that they all spend some time in the water and are mobile. Additionally, ocean animals all find their food within the ocean and can be harmed by pollution and hunting. Ocean animals are different in that some spend their whole lives in the water while others are capable of being on land. Some ocean animals are mammals, some are fish, and others are reptiles.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Phonics: Consonant sh digraph

- Write the words *short* and *push* on the board and read them aloud with students.
- Have students say the /sh/ sound aloud. Then, run your finger under the letters in the word *short* as students say the whole word aloud. Ask students to identify which letters represent the /sh/ sound in the word *short*. Repeat this process with the word *push*.
- Write the following words on the board, leaving out the consonant *sh* digraph: *wish, fish, ship, shark, dish, shop, mash, shack, shake*. Invite volunteers to the board to add the *sh* digraph to each word and then read the words aloud as a class.
- **Check for understanding:** Have students work with a partner to reread pages 7 through 10 and circle all the words containing the consonant *sh* digraph. Discuss each group's findings as a class.

##### Grammar and Mechanics: Adjectives

- Write the following sentence on the board: *I have leathery skin instead of a shell, unlike other turtles.* Ask students to identify the word that describes *skin* (*leathery*). Explain that *leathery* describes the kind of skin on the leatherback turtle.
- Remind students that *adjectives* are words that describe people, places, and things. Adjectives are often placed right before the person, place, or thing they are describing in a sentence.
- Have students reread pages 5 and 6 aloud with a partner. Invite them to underline all of the

adjectives. Have partners share their findings with the class.

- **Check for understanding:** Have students work with a different partner to reread pages 9 and 10 and underline the adjectives. Invite partners to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss their answers.

#### Word Work: Alphabetical order

- Explain to students that sometimes words are organized in alphabetical order. Point out that alphabetical order is determined by looking at the first letter of each word and then deciding which letter comes first in the alphabet.
- Write the following words on the board and read them aloud with students: *ocean, teeth, dolphin, fish, turtle*. Underline the first letter of each word. Point out that the words *teeth* and *turtle* begin with the same letter. Explain that when two words begin with the same letter, you must look at the second letter of each word to determine the correct order. Model for students how to place the words in alphabetical order.
- **Check for understanding:** Write the following words on sentence strips and invite volunteers to the front of the room to display the words: *whale, sea horse, ocean, turtle, octopus, sand, walrus*. Read each word aloud for students. Have students turn to a partner and discuss how to place the words in alphabetical order. Invite a volunteer to arrange the students holding the sentence strips in the correct order. Have the class give a thumbs-up signal if the order is correct.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

#### Connections

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