

### About the Book

Text Type: Nonfiction/Descriptive Page Count: 16 Word Count: 450

#### Book Summary

*Deep in the Ocean* describes what life can be found in the depths of the ocean, and what oceanographers do to learn more about these animals. High-quality graphics including photographs, graphics, and diagrams support the text.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify main idea and details
- Fluently read the long /e/ vowel digraph
- Understand adjectives and the nouns they describe
- Identify and form compound words

#### Materials

Green text indicates resources available on the website

- Book—*Deep in the Ocean* (copy for each student)
- Chalkboard or dry erase board
- [KWLS, main idea and details, adjectives, compound words 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: *marine* (adj.), *oceanographer* (n.), *species* (n.), *submersible* (n.), *tag* (v.), *water pressure* (n.)

Enrichment: *Arctic* (adj.), *bacteria* (n.), *census* (n.), *feelers* (n.), *oxygen* (n), *volcanoes* (n.)

### Before Reading

#### Build Background

- Create a KWLS chart on the board. Explain that the *K* is for information we know, the *W* is for information we want to know, the *L* is for the knowledge we learned, and the *S* is for what information we still want to know about the topic.
- Write *ocean life* on the board, and ask students what they know about this topic. As students share their prior knowledge about the topic, complete the *K* row on the board.
- Introduce, explain and have students complete the *K* row of their [KWLS worksheet](#).

- Ask students what they want to know about *ocean life*. Have students fill in the second *W* row of their worksheet. Ask volunteers to share their questions and write their questions on the class KWLS chart.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. 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, fiction or nonfiction, 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).
- Point out the graphics and text features throughout the book. Explain to students that these features help readers comprehend the text and provide additional information about the topic.

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

- Discuss with students how having prior knowledge about the topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Direct students to the table of contents on page 3. Remind students that the table of contents provides an overview of the information in a book. Use the table of contents to model asking questions.

*Think-aloud: I can use the table of contents to think of questions I have about ocean life. For example, the first section is titled "Deep Under Water." While I know that oceans can get very deep, this makes me wonder what animals and plants live in the very deep waters. I will have to read the book to find out. I will write my questions on the chart.*

- Guide students to look at the other section titles in the table of contents. Ask students to write any questions they have on the basis of the covers and table of contents on the *W* row of their KWLS worksheet.
- Have students preview the rest of the book, looking at the photographs, graphics, and diagrams. Invite students to read through the glossary. Have them add any additional questions they might have on their KWLS worksheet. Invite volunteers to share their questions. Write shared questions in the *W* row on the class chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that every book has a main idea that is the most important idea of the book. Review or explain that the main idea is often the title of the book. Have students look at the cover of the book. Ask them to predict the main idea of this book.
- Explain to students that each section of the book gives supporting details and tells the reader more about the book's main topic (deep in the ocean).
- Model how to use the book sections to gather supporting details in the text.

*Think-aloud: When I look at the table of contents, I see several different sections, such as "Diving Deep in the Ocean," "Oceanographers," and "Counting Sea Animals." I already know the title of the book is "Deep in the Ocean." I know that many animals live in the sea, so information that I read about these animals supplies details about the main topic of the deep ocean. When I read, I know that I will find out even more details about oceans. As I read, I will pause after a few pages to review in my mind the important details. This strategy will help me make sure I understand what I'm reading.*

- Have students turn to the table of contents and give some supporting details they think they will read about when they read the book *Deep in the Ocean* (satellites, census, hot water, and so on).

### Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photographs, charts, and graphs. Reinforce the vocabulary words they will encounter in the text.

## Lesson Plan *(continued)*

## Deep in the Ocean

- Write the following (story critical) vocabulary words on the board: *marine*, *oceanographer*, and *species*.
- Divide students into pairs. Assign each pair of students one of the following (story critical) vocabulary words: *marine*, *oceanographer*, or *species*. Have each pair write or draw what they know about their word. Have each pair explain their word to the rest of the group.
- Create a definition for each word using students' prior knowledge and write it on the board.
- Review or explain that the glossary contains a list of vocabulary words and their definitions. Model how students can use the glossary or a dictionary to find a word's meaning. Have them locate the glossary at the back of the book. Invite a volunteer to read the definition for *species* in the glossary. Have students compare the glossary definition with their definition. Then have them follow along on page 11 as you read the sentence in which the word *species* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students think about what they already know about ocean life as they read the book to find answers to their questions. Have students write what they learn as they read in the *L* row of their KWLS chart. Remind them to think about the main idea and details of each section as they read.

### During Reading


#### Student Reading

- **Guide the reading:** Have students read to the end of page 8. Remind them to look for information about ocean life that will answer questions on their KWLS worksheet. Encourage students who finish before everyone else to go back and reread.
- When students have finished reading, have them circle any questions on their KWLS worksheet that were answered and add any new questions that were generated.
- Model answering a question and filling in the *L* row of the KWLS chart.  
**Think-aloud:** *I knew that oceans get very deep, so I wanted to know what types of things live in the depths of the ocean. I found out that starfish, dolphins, and tiger sharks live in the Shallow Zone of the ocean, while elephant seals and sperm whales live in the Twilight Zone. I also learned that animals such as gulper eels, viperfish, and deep sea skates live in the Deep Ocean Zone. I will write this information on my chart. I wonder how scientists keep track of all of the things that they study in the ocean. I will write this question on my chart.*
- Point out that the majority of the information found to support the question about the types of things that live in the Shallow Zone was found using the graphics and text features found on page 6.
- Have students write answers to questions in the *L* row of their KWLS worksheet and additional questions they raised in the *W* row. Invite them to share the information they learned and the questions they generated as they read the book. Record shared responses on the class KWLS chart.
- Model identifying the main idea and details.  
**Think-aloud:** *As I read the section titled "Oceanographers," most of the sentences mentioned something about these scientists who study the ocean. I read that they often live for months on a ship. I will underline this information. I also read that some oceanographers study what a sea animal eats and where it lives. I will underline this information, too. On the basis of what I've read, I think the main idea of the section is: Scientists who study the ocean and its animals are called oceanographers.*
- Write the main idea on the board. Ask students to identify details that support this main idea (*live for months on a ship; study what a sea animal eats; where it lives*). Write these details on the board.

## Lesson Plan *(continued)*

## Deep in the Ocean

- **Check for understanding:** Have students read pages 9 and 10. Have them write answers they found while reading the *L* row of their KWLS worksheet and additional questions they raised in the *W* row. Invite them to share the information they learned and the questions they generated as they read the book. Record shared responses on the class KWLS chart.
- Invite students to share the important details they identified in the section titled “Using Satellites for Tracking.” Write these details on the board. Have students work with a partner to identify the main idea from these details. (Satellites track sea animals’ travels using special tags.) Discuss their responses as a class and write the main idea and supporting details on the board. Point out how referring to the graphics and photographs helps readers understand how tagging works.
- Have students read the remainder of the book. Remind them to look for and write answers to their KWLS worksheet questions. As they read, encourage them to add new questions they might have to 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

- **Think-aloud:** *I wanted to know how scientists keep track of all of the things that they study in the ocean. I read that the Census of Marine Life is a report that oceanographers have worked on for ten years. They found that marine species live in both the hottest and coldest places in the ocean. I also read that some ocean species live in deep places without light or oxygen. Now that I’m finished reading this book, I would like to learn even more about the different species found in the very hot and cold waters of the ocean. I will write that down in my chart.*
- Ask students to share questions they added to their KWLS worksheet while reading, and ask them what questions were answered (or not answered) in the text. Have students write answers they found while reading in the *L* row of their KWLS worksheet.
- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they have read.
- Remind students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions. Invite students to fill in the *S* row of their KWLS worksheet with information they would still like to know about ocean life.

### Reflect on the Comprehension Skill


- **Discussion:** Talk about how stopping to review the important details helped students remember the facts and better understand the information. Ask them to use the important details they identified to confirm or refine the main idea of the book.
- Have students reread pages 12 and 13. Ask them to identify the main idea of the section. (Sea life lives in very deep ocean waters that get very hot and also very cold.) Write the main idea on the board. Ask students to identify supporting details about the main idea. Write these details about “Living in Hot and Cold Water” on the board (*hot volcanoes; 750 degrees F; shrimp, crabs, worms, bacteria live in very hot water; freezing water; squid, cod, jellyfish live under solid ice; 2,300 ft thick*).
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). When students have finished working, discuss their answers.

- **Enduring understanding:** In this book, you learned about the study of life deep in the ocean. Now that you know this information, why do people work so hard to count and learn about life on this planet? Is this important? Why or why not?

## Build Skills

### Phonics: Long /e/ vowel digraph

- Have students look at the cover of the book. Ask them to tell what words they see (Deep in the Ocean), and remind them that this is the title. Write the word *deep* on the board and point to the letters ee. Tell students that the letters e and e together stand for the long /e/ vowel sound they hear in the middle of the word *deep*.
- Explain that the ee letter combination is one of the letter combinations that stand for the long /e/ sound. The other combinations are *ea*, *ei*, and *ie*. Tell students that these combinations of letters together are called *long /e/ digraphs*.
- Write the words *chip* and *cheap* on the board and say them aloud. Ask students which word contains the same vowel sound as in *deep*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Ask students to name other words with the long /e/ digraph sound as in *deep*. Write each example on the board and invite volunteers to circle the long /e/ digraph in each word.

 Have students turn to page 13. Instruct them to find and circle the word *sea*. Write the word *sea* on the board. Point out the letter combination that stands for the long /e/ digraph sound and ask students to blend the letters e and a together to make the same vowel sound as in *deep*. Point out that the long /e/ digraph sound comes at the end of this word. Next, run your finger under the letters as you blend the two sounds in *sea*: s/ea. Point out that even though there are three letters, only two sounds are blended together to form the word. Have students blend the word aloud with you as you run your finger under the letters.

- Repeat the blending activity with the words *creatures*, and *seen*. Take one word at a time, pointing out the letter combinations that stand for the long /e/ digraph sound. When students have blended the words, ask volunteers to come to the board and circle the long /e/ digraph in each word. Have a student point to each long /e/ digraph as the rest of the group says the sound.

### Grammar and Mechanics: Identifying adjectives and the nouns they describe


- Remind students that *adjectives* are words that describe *people*, *places*, and *things*. An adjective usually answers one of the following questions: "Which one?" "How Many?" or "What kind?"
- Write the following sentences on the board. Ask students to count the number of adjectives in each sentence.

*Would you find strange new animals and plants?*

*Some creatures were see-through.*


*Imagine a trip to the deepest part of the ocean.*

- Have individual students come up to the board and circle the adjective(s) in each sentence. Then have them underline the noun that each adjective describes.
- Point out that two adjectives describe the same noun in the second sentence, and that adjectives can come before or after the nouns they describe. Ask volunteers to identify whether the adjectives are telling which one, how many, or what kind.

 **Check for understanding:** Have students work in pairs to reread page 11 and circle all of the adjectives they find. Discuss the results as a group, identifying the nouns that each adjective describes. Ask volunteers to identify whether the adjectives are telling which one, how many, or what kind.

- **Independent practice:** Have students complete the [adjectives worksheet](#). Read and discuss the correct answers once all students have finished working independently.



 Have students use the inside back cover of their book to write “adjective” along with the definition of the term (a word describing a noun or pronoun that tells which one, how many, or what kind) to help them remember the terminology.

### Word Work: **Compound words**

- Write the word *sometimes* on the board. Ask students which two words they see in *sometimes* (*some* and *times*). Explain that this word is called a *compound word*. A compound word has two parts that make up one word meaning.
- Have students turn to page 13 in the book. Read the following sentence: *Some species of squid, cod, and jellyfish live under solid ice that is 700m (2,300 ft) thick.* Have students identify the compound word (*jellyfish*). Ask students to identify the two separate words that make up the compound word (*jelly* and *fish*). Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (a sea animal with the consistency of jelly).
- Have students turn to page 11. Read the first sentence aloud while students follow along. Ask them to locate a compound word (*everywhere*) and identify the two separate words that make up this compound word (*every* and *where*). Discuss the definitions of each word, using the smaller words to figure out the meaning of the compound word.
- **Check for understanding:** Have students look for compound words in the caption on page 10 (*lionfish, turkeyfish*). Have them discuss the meaning of each word, and point out that the illustration also helps readers understand what these fish look like. Ask students to name other compound words they know. List these words on the board.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#).

### **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. Have students also take home their completed KWLS worksheet and explain what each row means. Have them tell about the information they wrote on the chart.

### **Extend the Reading**

#### Descriptive Writing Connection

Review with students that in descriptive writing, the author includes sensory details to create a mental picture for readers. Review the five senses (see, hear, taste, smell, touch). Have students write a descriptive paragraph about their favorite animal. Remind them to add details that help readers fully understand this animal, by appealing to all five of their senses. Encourage writers to read their final paragraphs aloud in small groups.

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

#### Science Connection

Supply print and Internet resources for students about ocean life. If possible, take a class trip to an aquarium or a tropical fish store to view ocean life firsthand. Have students make observations about how tropical fish and coral live and interact with each other, as well as other marine animals. Have small groups choose an animal they observed and collectively prepare an oral report to share with the class about their ocean animal, including visual aids (posters, photographs, and so on). Refer to the graphics and text features used in this text, and encourage them to find similar-quality work for their visual aid.

**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 relevant questions about a topic prior to and during reading; locate answers to their questions and write them on a worksheet
- identify the main idea and supporting details to better understand the text in discussion and on a worksheet
- fluently read the long /e/ vowel digraph during discussion and independently
- recognize adjectives and the nouns they describe during discussion and on a worksheet
- identify and form compound words during discussion and on a worksheet

**Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**