

About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,617

Book Summary

A small pool of water in the rocks near the ocean's edge might not seem like an interesting place. But tide pools are natural aquariums, and there's plenty to explore. This informative leveled reader explains what causes the tides, how tide pools form, and which amazing creatures have adapted to life in these constantly changing environments.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions
- Identify main idea and supporting details
- Use commas to separate a series of items
- Recognize and use compound words

Materials

Green text indicates resources available on the website

- Book—*Exploring Tide Pools* (copy for each student)
- Chalkboard or dry erase board
- [Main idea and details, commas, compound words worksheets](#)
- [Discussion cards](#)



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

Vocabulary

- Content words:

Story critical: *adapt* (v.), *gravity* (n.), *intertidal zone* (n.), *invertebrates* (n.), *predators* (n.), *substrate* (n.)

Enrichment: *algae* (n.), *exposure* (n.), *mobile* (adj.), *neap tides* (n.), *rotation* (n.), *spring tides* (n.)

Before Reading

Build Background

- Have students share any personal experiences they have had at an ocean. Involve them in a discussion of what the shoreline looks like and how far up on the beach the water reaches at different times of the day.
- Write some of the content words on the board, such as *algae*, *neap tides*, *spring tides*, and *intertidal zone*, and have students speculate on their meanings.

Preview the Book

Introduce the Reading Strategy: Ask and answer questions

- Create a KWL chart on the board and ask students to tell you what they know about tide pools. Record their comments in the *K* column on the chart.

- 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. Model how to ask questions as you preview the book.
- Have students turn to the table of contents. Remind students that the table of contents gives them an overview of what the book is about. Each section head provides an idea of what they will read about in the book. Model using the table of contents to ask questions about the book.
- **Think-aloud:** *The second section is about what causes tides. I wonder if the tides going in and out create the tide pools. I wonder what happens to the animals left in the pool when the tide goes out. Do they die? I see there is a section called "Drying Out." I predict this will explain what happens to the creatures left behind.*
- Ask students to share questions they have about the book based on the covers and table of contents. Record your questions and the students' questions in the second column of the KWL chart.
- Have students preview the rest of the book, looking at photos, captions, and sidebar text. Have them suggest other questions for you to add to the KWL chart on the board.
- As students read, encourage them to 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 a word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Point out the phrase *intertidal zone* on page 7. Model how they can use the base word and prefix to figure out the meaning of the first word. Review the meaning of the prefix *inter-* (between) and the base word *tidal* (having to do with tides). Ask students to tell what a *zone* is (a place). Tell students that putting the meanings of the words together will give them an idea of the meaning of the unfamiliar word—a place between tides. Have students follow along as you read the sentence to confirm the meaning of the word.
- Remind students that they should check whether words make sense by rereading the sentence.

Set the Purpose

- ✍ Have students read the book to determine if any of their questions on the KWL chart are answered. Have them highlight any sections in the book that make them think of other questions about the content.

During Reading

Student Reading

- **Guide the reading:** Have students read the first section, titled "What Are Tide Pools?" Ask if they had other questions as they read the introduction. Write any questions on the KWL chart. Ask whether any of the questions on the chart have been answered. Put a check mark by any of these questions.
- Tell students to read the rest of the book, keeping in mind any questions they have.
- ✍ 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 the discussion that follows.

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


- Point out that mentally questioning themselves about the text as they read will help them better understand the information.

Teach the Comprehension Skill: **Main idea and details**

- Explain that every writer has a main idea in mind for a book when he or she writes it. In addition, the writer has a main idea for each section or chapter of the book. The heading often provides a clue as to the main idea of each section or chapter.
- **Check for understanding:** Have students look at the table of contents and suggest what the main idea of the fourth section might be.
- **Discussion:** Ask students to tell the main idea of the section titled "What Causes Tides?" As a group, determine the important words, phrases, or sentences in the section.

 Have students use the last page of the book to write a short summary of the first section that includes the main idea and most important details.


- **Independent practice:** Hand out the [main-idea-and-details worksheet](#) and instruct students on how to complete it. They will find the main ideas and details in the sections listed. Then, students will create a summary of a section of their choice. The summary should include the main idea and the most important details of the section. Discuss their summaries.

 **Extend the discussion:** Instruct students to use the inside cover of the book to list four important details they learned about tide pools. Have students share their list with the group.

Build Skills

Grammar and Mechanics: Commas in a series

- Explain that when writers use a series of items in a sentence, the words need to be separated by commas. Without the commas, the sentence would be difficult to read and understand. Write the following sentence on the board: *They can seek shelter from the air sun and predators.* Ask students to explain why this sentence doesn't make sense (there is no such thing as an "air sun"). Direct students to the bottom of page 11. Ask students to find the commas in the sentence.
- Reinforce by directing students to page 15 and asking them to find the sentence in which a series of words is separated by commas.
- Write the following sentences on the board, and ask individual students to place the commas:
Tide pool animals can slip slide or hide under rocks.
Sea stars sea urchins and sand dollars move slowly.
An octopus has a soft body eight arms and a hard beak.
Fish land animals and plant-like organisms can be found in tide pools.
The best way to see creatures in a tide pool is to move slowly sit quietly and look without touching.
- Hand out and instruct students on how to complete the [commas worksheet](#).

 Have students underline sentences in the book in which a series of items is separated by commas.

Word Work: Compound words

- Write the word *seawater* on the board. Review or explain that this is a compound word and that a compound word is made by joining one word with another word. Use the word in a sentence: *Tide pools are pools of seawater.*
- Direct students to page 4. Ask them to find another compound word (*shorelines*). Ask them to identify the two words that have been joined to make the compound word.
- Direct students to page 11. Tell students that there is a compound word in the first sentence. Read the first sentence aloud. Ask students what they think the word is. Explain that the word *hair-like* is a compound word. But instead of the two words being completely joined together, they are joined by a hyphen. Use the word in a sentence: *The hair-like fibers of the mussel allow it to attach itself to rocks or sand.* Ask students to tell what the word means. Have students find another hyphenated compound word on the page (*cement-like*) and explain its meaning.
- Give students the [compound words worksheet](#) and explain the example.

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 them discuss the main idea and details of the book with someone at home.

Extend the Reading

Writing Connection

Have students select a tide-pool animal and write a short story about it from the animal's point of view. Ask students to illustrate their story. Bind students' work in a class book titled "Tide Pool Tales." Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Science Connection

Have students select a tide pool animal and write a report about it. Have students share what they learned with the group.

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:

- Use the reading strategy of asking and answering questions to comprehend text
- identify main idea and supporting details in discussion and on a worksheet
- use commas to separate a series of items in discussion and on a worksheet
- recognize and use compound words in discussion and on a worksheet

Comprehension Checks

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