

## About the Book

Text Type: Nonfiction/Informational Page Count: 14 Word Count: 380

### Book Summary

In this informative book, students learn about many kinds of animals that live in the ocean. Students will be fascinated to learn what these animals look like, what they like to eat, and other interesting facts.

## 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
- Discriminate consonant digraph /sh/ sound
- Identify consonant *sh* digraph
- Recognize and use adjectives
- Place words in alphabetical order

### Materials

Green text indicates resources available on the website

- Book—*Ocean Animals* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, consonant *sh* digraph, adjectives 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](http://VocabularyA-Z.com).

- High-frequency words: *have*, *live*, *many*, *they*
- Content words:

Story critical: **community** (n.), **endangered** (adj.), **mammals** (n.), **pollution** (n.), **protect** (v.), **reptiles** (n.)

Enrichment: *escape* (v.), *krill* (n.)

## Before Reading

### Build Background

- Write the word *ocean* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to identify animals they have seen or know about that live in the ocean. Make a list on the board of the animals students suggest.
- Create a KWL chart with students on the board. Explain that the *K* stands for what they already know about a topic, the *W* stands for what they want to know about a topic, and the *L* stands for what they learned about a topic. Ask students to name some of the things they already know about ocean animals. List the information in the *Know* (*K*) column of the chart.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Ocean Animals*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

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

- Discuss 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.
- Model asking questions, based on the covers and title.  
*Think-aloud: The title of the book is Ocean Animals. Just flipping through the book and looking at the pictures, I think the book will give information about some of the animals that live in the ocean. On the front cover, I see a picture of a dolphin. I wonder what a dolphin likes to eat, so I'll write that question on my KWL chart: What do dolphins eat? I'll have to read the book to find out.*
- Have students share any questions they have about ocean animals, based on the covers and a quick picture-walk. Write these in the W column of the KWL 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 big, or main, idea, which is what the book is mostly about. Read the title to students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Explain to students that the main idea of this book is: *Many kinds of animals live in the ocean*. Write the following sentence on the board: *Many kinds of animals live in the ocean*. Point to each word as you read the sentence aloud with students.
- Model how to identify details.  
*Think-aloud: I know that every book has details that help explain the main idea. I know that this book is about kinds of animals that live in the ocean. I see a picture on the title page of an octopus. An octopus must be an animal that is only found in the ocean. Since this information helps to explain the main idea, an octopus is a detail.*
- Review the animals students have seen or know about that live in the ocean that were discussed in the Build Background section. List these ideas on the board. Discuss whether any of these animals might be details in the book.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though many kinds of animals live in an ocean community. I wonder if they are mammals, reptiles, or fish.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *protect* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows an animal with long white tusks. I know that other animals have tusks to use as a defense in a fight. When I look at the first part of the word, it starts with a /p/ sound. I know that defend starts with the /d/ sound so this can't be the word. The word ends with -ect. When I put together all the sounds I know, I think the word might be protect. The sentence makes sense with this word. The word must be protect.*

### Set the Purpose

- Have students use what they already know to ask and answer questions about ocean animals to help them read the book. Remind them to think about the details that support the main idea as they read.

### During Reading

#### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 1. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model asking and answering questions.  
*Think-aloud:* On page 4, I read that a dolphin likes to eat fish. This information answers the question I asked earlier. I will write the answer in the L (Learned) column: Dolphins eat fish. I wonder if any of the other ocean animals like to eat fish. I will write this question under the W (Want to know) column: Do other ocean animals like to eat fish?
- Invite students to share other questions they thought of as they read. Write these questions on the KWL chart.
- Review the main idea of the book: *Many kinds of animals live in the ocean.* Ask students to explain whether a walrus is a detail that supports the main idea of the book and why (yes; a walrus is an animal that lives in the ocean).
- Introduce and explain the [main-idea-and-details worksheet](#). Write the word *walrus* on the board. Have students write the word and draw a picture that represents the word *walrus* in one of the spaces on their worksheet.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they thought of as they read. (Accept all answers that show students understand how to ask and answer questions.)
- Ask students to think about other details they read that support the main idea: *Many kinds of animals live in the ocean.* Have them choose one of the details to draw on their worksheet. Ask them to label their drawing using the word from the book. Have students share the detail they drew and wrote about.
- Have students read the remainder of the book. Remind them to continue to ask and answer questions to help them understand new information as they read.



Have students make a 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

- **Think-aloud:** When I finished reading the book, I learned that the great white shark, hammerhead shark, and sea lion all like to eat fish. This answers my question: What other ocean animals like to eat fish? I will write this information in the L column of the KWL chart.
- Have students share the answers to other questions in the W column. Discuss how all questions that are asked may not be answered by reading this book—other resources may be needed.
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

### Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Review the details that students wrote and drew on their worksheet. Invite them to explain why each of the details on their worksheet supports the main idea of the book.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some of the animals that live in the ocean. Now that you know this information, why do you think these animals live in the ocean rather than in a river or lake?

### Build Skills


#### Phonological Awareness: **Consonant digraph /sh/ sound**

- Say the word *shark* aloud to students, emphasizing the initial /sh/ sound. Have students say the word aloud and then say the /sh/ sound.
- Read page 9 aloud to students. Have them raise their hand when they hear a word that begins with the /sh/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word begins with the /sh/ sound: *short, sea, walrus, ray, shape*.

#### Phonics: **Consonant sh digraph**

- Write the word *shark* on the board and say it aloud with students.
- Have students say the /sh/ 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 represent the /sh/ sound in the word *shark*.
- Have students practice writing the *sh* letter combination on a separate piece of paper while saying the /sh/ sound.
- **Check for understanding:** Write the following words that begin with the /sh/ sound on the board, leaving off the initial consonant: *she, shade, ship*. Say each word, one at a time, and have volunteers come to the board and add the initial *sh* to each word.
- **Independent practice:** Introduce, explain, and have students complete the **consonant sh digraph worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: **Adjectives**

- Write the following sentence on the board: *Dolphins have a sleek body*. Ask students to tell the word that describes *body* (*sleek*). Explain that *sleek* describes the kind of body a dolphin has.
- Remind students that *adjectives* are words that describe *people, places, and things*. Adjectives often come right before the person, place, or thing.
-  **Check for understanding:** Have students turn to page 5. Have them find and circle the adjectives with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss their responses.

#### Word Work: **Alphabetical order**

- Write the words *dolphin* and *walrus* on the board. Have a volunteer explain which word would appear first in alphabetical order (*dolphin*) and why (because *d* comes before *w* in the alphabet).
- Write the words *shark* and *octopus* on the board. Ask a volunteer to tell which word would appear first in alphabetical order (*octopus*) and why (because *o* comes before *s* in the alphabet).
- **Check for understanding:** Write the words *skeleton* and *ink* on the board. Have a student come to the board and circle which word would appear first in alphabetical order.
- **Independent practice:** Have students write the following words in an alphabetical list on a separate piece of paper: *squid, fish, tusks, lobes, clams*.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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 identify the main idea and details of the book to someone at home.

## Extend the Reading

### Informational Writing and Art Connection

As a class, discuss other animals that live in the ocean. Write these animals in a list on the board. Have each student choose and research one of these animals. Have them present their research in a diorama.

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

### Science Connection

Provide students with more resources and information about ocean animals. Work with students to classify the animals into groups, including mammals, fish, and reptiles. Discuss how the groups are alike and different.

### 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 to understand text
- accurately identify the details that support the main idea of the book during discussion and on a worksheet
- accurately discriminate consonant digraph /sh/ sound during discussion
- identify and write the letter symbols that represent the consonant /sh/ digraph sound during discussion and on a worksheet
- correctly understand and use adjectives during discussion and on a worksheet
- correctly alphabetize words on a separate piece of paper

### Comprehension Checks

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