

## About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 904

### Book Summary

In this fascinating and engaging book, students will learn the distinguishing characteristics of seals, sea lions, and walruses. They will also read about the habitats, food sources, and threats to this appealing group of animals called pinnipeds.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Ask and answer questions to understand nonfiction text
- Identify main idea and details in text
- Identify vowel digraphs *ea* and *ee*
- Use pronouns *they*, *them*, and *it*
- Identify and use content vocabulary

### Materials

Green text indicates resources available on the website

- Book—*Seals, Sea Lions, and Walruses* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, pronouns, content vocabulary 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).

#### Content words:

Story critical: **blubber** (n.), **migrate** (v.), **molt** (v.), **pinnipeds** (n.), **predators** (n.), **prey** (n.)

Enrichment: *haul out* (v.), *marine* (adj.)

## Before Reading

### Build Background

- Involve students in a discussion about seals, sea lions, and walruses. Create a KWL chart on the board and fill in the first column with things students know about the animals.

### Preview the Book

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

- 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.

## Lesson Plan *(continued)*

## Seals, Sea Lions, and Walruses

- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Each section title provides an idea of what they will read about in the book. After reviewing the table of contents, model using it as a way to think of questions. Then ask students to share questions they have about the book based on the covers and table of contents. Record both your own and students' questions in the second column of a KWL chart on the board.

**Think-aloud:** *The second section is about life in the ocean. This makes me wonder which oceans pinnipeds are found in. I'll write that question in the second column of the chart. I also want to know how they move around on land when they come to shore. I'll write that question on the chart, too.*

- 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**

- Write the following list of words on the board: *seals, sea lions, walruses, whales, dolphins*. Ask students to describe what these words refer to (different animals that live in the ocean). Point out that the definitions of these words help to identify the main idea. (There are many different types of animals that live in the ocean.) The words *seals, sea lions, walruses, whales* and *dolphins* are the details that support this main idea.
- Explain that sometimes the amount of information about a topic is so large that it is grouped into sections, each section with its own main idea. Ask students to turn to page 3 to view the Table of Contents and have a volunteer read the section titles aloud.
- Read page 5 aloud to students. Model identifying the main idea and details.  
**Think-aloud:** *As I read page 5, most of the sentences mention something about pinnipeds. This page contains a lot of information about pinnipeds, including that pinnipeds are mammals that live in the ocean. The sentences also mention that pinnipeds include seals, sea lions, and walruses. The text also explains that pinnipeds have flippers rather than feet and are predators. Based on what I've read, I think the main idea of the section is: Pinnipeds are a group of marine mammals that include seals, sea lions, and walruses.*
- Write the main idea on the board. Ask students to identify the details from the book that support this main idea (mammals are animals that breathe air, have fur, and have live babies that drink their mother's milk; their name comes from a Greek word meaning "fin-footed"; pinnipeds are predators and so on).

### 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. They can use the context to work out meanings of unfamiliar words.
- Direct students to page 7. Have them find the word *prey*. 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 pinnipeds have large eyes so that they can see underwater. The sentence containing the unfamiliar word says that they also have good hearing. The sentence after the one containing the unfamiliar word says that they have sensitive whiskers so they can feel animals swimming by. Explain to students that these clues make you think that the word *prey* means *animals that are hunted and eaten*. Have students follow along as you reread the sentence on the page to confirm the meaning of the word.
- Remind students that they should check whether a word makes sense by rereading the unfamiliar word in the sentence.

### Set the Purpose

- Have students read the book to find the answers to their questions on the chart.

## During Reading

### Student Reading

- **Guide the reading:** Have students read the first three sections. Have them find the answer to the following question: *How do pinnipeds keep warm?* They should go back and reread if they finish before everyone else.
- When they have finished reading, ask students to tell how all pinnipeds stay warm. Have them underline the words, phrases, or sentences that answer the question.
- Model answering the question.  
**Think-aloud:** *The title of the section was a good clue that I would find out how pinnipeds stay warm. I read the paragraph and underlined the words, phrases, and sentences that answered the question. This is what I underlined: ...dense fur with smooth hairs on the top and thick, fluffy hairs on the bottom...fluffy hairs are waterproof...layer of fat called blubber. Now I can answer the question. I'll write these phrases on the chart.*
- Ask students if they had other questions as they read the sections. Write any questions on the KWL chart. Ask whether any of the questions on the KWL chart have been answered. Put a check by any of these questions.
- Encourage students to read the remainder of the story, looking for answers to their questions.
- Model identifying the main idea and details.  
**Think-aloud:** *As I read the section titled "Life in the Ocean," most of the sentences mentioned something about what life is like for pinnipeds in the ocean. I read that pinnipeds are graceful in the water but awkward on land because of their flippers and long bodies. I also read that pinnipeds can hold their breath for a long time under water where they hunt for their food. I will underline this information. I also read that pinnipeds have big eyes, good hearing, and sensitive whiskers to help them navigate in the dark ocean. I will underline this information, too. Based on what I've read, I think the main idea of the section is: Pinnipeds are well adapted to spend most of their lives in the ocean.*
- Write the main idea on the board. Ask students to identify details that support this main idea (flippers and long torpedo-shaped body; hold their breath for over an hour; large eyes; good hearing and so on). Write these details on the board.
-  **Check for understanding:** Ask students to read the section "Keeping Warm." Have students work with a partner to identify the main idea and supporting details for this section. Have students underline the supporting details in the text. Discuss their responses as a class and write the main idea and supporting details on the board.
-  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 they marked in their book. Use this opportunity to model how they could read these words using word-attack strategies and context clues.


### Reflect on the Reading Strategy

- 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 remember what they have read.
- Point out to 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 share any questions they may have that were not explained in the text.
- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information in the book. Ask them to use the important details they identified to confirm and refine the main ideas.

## Lesson Plan *(continued)*

## Seals, Sea Lions, and Walruses


- **Check for understanding:** Have students reread page 11, looking for supporting details about the main idea of the section. Point out that the section title helps to identify the main idea (seals). Write details about this main idea on the board (have small necks and front flippers, cannot walk and must drag themselves, elephant seals are the largest pinnipeds, leopard seals are fierce predators, and so on). Ask students how this information supports the main idea.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, discuss their responses.

 **Extend the discussion:** Instruct students to use the inside cover of their book to list two reasons pinnipeds have been hunted, two reasons pinnipeds are still in danger, and what is being done to save them. Have students share their list with the group.

### Build Skills

#### Phonics: Vowel digraphs *ee* and *ea*

- Write the word *seals* 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 *seals*.
- Underline the letters *ea* in the word *seals*. Explain to students that the letters *ea* together stand for the long /e/ vowel sound. Say the following words that contain the vowel digraph *ea*: *treat*, *reason*, *stream*. Ask volunteers to spell the words aloud as you write them on the board.
- Write the word *deep* on the board and say the word aloud with students.
- Have students say the long /e/ sound aloud. Then run your finger under the letters in each word as students say the whole word aloud. Ask students to identify which letters stand for the long /e/ sound in *deep*.
- Underline the letters *ee* in the word *deep*. Explain to students that sometimes when the letters *ee* are together in a word they make the long /e/ sound. Say the following words that contain the vowel digraph *ee*: *agree*, *between*, *feeling*. Ask volunteers to spell the words aloud as you write them on the board.

 **Check for understanding:** Ask students to turn to pages 7 and 8. Have students work with a partner to locate and circle any words that have the vowel digraphs *ea* and *ee*. Discuss their answers as a class. Ask students to repeat the same procedure on pages 11 and 12.

#### Grammar and Mechanics: Pronouns

- Explain or review that a *pronoun* is a word used in place of a noun. Plural pronouns take the place of plural nouns and singular pronouns take the place of singular nouns. When used correctly, pronouns make sentences easier to read and understand. Write the following sentences on the board: *Pinnipeds spend most of their lives in the ocean. They have flippers and long, torpedo-shaped bodies to help them swim.* Ask students to identify the subject of the sentence, or what the sentence is about. Ask them if it is one pinniped or more than one. Ask students to look in the next sentence to find a pronoun that takes the place of the plural noun (*they*). Ask them if the pronoun makes sense. Have them substitute other pronouns such as *them*, *he*, and *it* to hear what an incorrect pronoun sounds like in the sentence.
- **Check for understanding:** Reinforce by directing students to the first paragraph on page 16. In the second sentence, ask students to find the pronoun the writer used instead of the word *people*.
- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). If time allows, discuss their answers.

#### Word Work: Content vocabulary

- Explain to students that many of the words in the text help to describe many different aspects of seals, sea lions, and walruses. Give students the opportunity to discuss vocabulary words in the text, such as *blubber*, *migrate*, *pinnipeds*, *predators*, and *prey*.

## Lesson Plan *(continued)*

## Seals, Sea Lions, and Walruses

- Have students locate the word *blubber* in the text (page 8) and reread the sentence containing the word. Ask students to define *blubber* based on information given in the text. Direct students to the glossary and have them locate the definition. Ask students to compare their definition of *blubber* to the definition provided in the glossary. Repeat this procedure for the following words: *migrate*, *pinnipeds*, *predator*, *molt*, and *prey*.
- **Check for understanding:** Have students work with a partner and use the following words in complete sentences: *blubber*, *pinnipeds*, *predator*, *prey*, and *migrate*.
- **Independent practice:** Introduce, explain, and have students complete the [content vocabulary worksheet](#). If time allows, discuss their answers.

### Build Fluency

#### Independent Reading

- Invite students to read their book independently. Additionally, invite 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.

### Extend the Reading

#### Writing Connection

Have students select a pinniped and write a short poem about it. Ask students to illustrate their poem. Display on a bulletin board titled, *Pinniped Poems*.

#### Science Connection

Have groups of students select a pinniped and prepare an oral and visual report for the class. Provide resources for students to make charts and posters. 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.
- 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 the text
- accurately identify main idea and details in the text and on a worksheet
- consistently identify vowel digraphs *ea* and *ee* during discussion and in the text
- accurately identify and use pronouns during discussion and on a worksheet
- accurately use content vocabulary during discussion and on a worksheet

#### Comprehension Checks

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