

Key Question

Why is it important that people find ways to protect coral reefs?

Vocabulary

Academic vocabulary

- *fragile (adj.), protect (v.), valuable (adj.)*

Discuss each academic vocabulary word with students. Point to the use of each 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. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

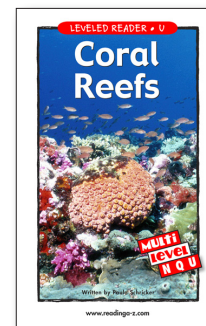
Story words

- *atolls (n.), barrier reefs (n.), crevices (n.), fringing reefs (n.), habitat (n.), polyps (n.)*

Enrichment words

- *bleaching (n.), crustaceans (n.), erosion (n.), lagoon (n.), plankton (n.), runoff (n.), tsunami (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Coral Reefs*.



Ask and answer questions

Put the students in pairs and have them read the first section of the book. After reading, ask partners to discuss the text with each other and determine what they think is the most important information in the section and why the author organized that information together in a section. Ask students to highlight the important details in the section and discuss what the main idea of the section is, on the basis of those important details. Demonstrate creating a question from the main idea sentence. Then have students read the next two sections and practice highlighting important details, generating a main idea, and generating a question from the main idea sentences about each section.

Graphic organizer: Main idea and details

Distribute the lesson [graphic organizer](#) to students. Ask students to determine the main idea of the section and write the main idea and supporting details in the spaces on the graphic organizer.

Text features: Analyze captions and photographs

Have students review the photographs and captions in the section "Danger to Coral Reefs." Discuss the author's purpose to include these particular photographs in the section (to show how fragile coral reefs are, to persuade readers that coral reefs need protection, etc). Discuss why color photography is preferable to illustrations in this particular kind of book.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What animals live near coral reefs? (level 1)*
- *Why is the author concerned about the temperature of the ocean's water? (level 2)*
- *How are ocean animals connected to coral reefs? (level 2)*
- *What effects do people have on coral reefs? Are these effects positive, negative, or both? (level 3)*

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Write the main idea for the section titled "Threats to Coral Reefs" in the center of the web. Record the supporting details in the surrounding circles.

