

About the Book

Text Type: Fiction/Realistic Page Count: 20 Word Count: 1,500

Book Summary

Charlene's Sea of Cortez Journal is written from the point of view of a young girl making journal entries each day while she is on a cruise in Mexico's Sea of Cortez. She describes the events of her trip, such as snorkeling and swimming with sea lions, kayaking to a beach and building sand castles, and playing with the friends she makes. She also shares stories of watching dolphins and whales swimming near the ship. Photographs support the text.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Summarize main events of a story
- Recognize past-tense irregular verbs in the text
- Identify homophones used in the text

Materials

Green text indicates resources available on the website

- Book—*Charlene's Sea of Cortez Journal* (copy for each student)
- Chalkboard or dry erase board
- Visualize, summarize, past-tense irregular verbs, homophones 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

- Content words:
 Story critical: *ashore (adv.), fossils (n.), harbor (n.), journal (n.), kayak (n.), mammal (n.)*
 Enrichment: *binoculars (n.), boojum (n.), cruise (n.) inflatable (adj.), isla (n.), terns (n.)*

Before Reading

Build Background

- Ask students if they have ever kept a journal. Invite them to share reasons why someone keeps a journal (to make notes, remember events, record ideas, and so on). Discuss the process of journaling, such as recording the date and keeping the pages together in a book or notepad.
- Model writing a journal entry using events of the current or prior school day. Have students suggest the events to include in the entry. Write them on the board. When finished, have a volunteer read the entry aloud to the class.
- Locate the Sea of Cortez on a map of the world. Discuss its location in relation to the equator, and ask students what they think the weather is like there.

Preview the Book

Introduce the Book

- Give students their book. Guide them to the front and back covers of the book and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what kind of book this is and what it might be about.
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.
- Show students the title page. Talk about the information on the page (title, author's name, illustrator's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on what a person already knows about a topic. Explain that one way to visualize is to draw a picture. Read aloud to the end of page 4.
- Model how to visualize using a drawing.
Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me organize the important information and understand the ideas in the book. For example, one thing Charlene did on Monday was to participate in a safety drill with life jackets. I pictured people practicing how to walk in quiet lines to a safe place, just like students do for a fire drill at school. Why is walking quietly important? (so people don't get hurt)
- Introduce and explain the **visualize worksheet**. Have students draw what they visualized about the safety drill under *Monday* on the worksheet. Invite students to share their drawings.
- Ask students to identify another important event Charlene participated in on Monday (snorkeling with sea lions). Have them draw what they visualized. Invite them to share their drawing.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Summarize**

- Explain that one way to understand and remember information in a book is to summarize the most important information in the text. The summary usually tells *who*, *when*, *where*, *why*, and *what* about a topic.
- Model summarizing using a familiar story.
Think-aloud: To summarize, I need to identify the important information. Then I organize the information into a few words or sentences. For example, a summary of the story The Three Little Pigs might be: Three pigs each built a house—one from straw, one from sticks, and one from bricks. A wolf blew down each house because he wanted to eat the pigs. After blowing down the straw and stick houses, all three pigs found safety in the brick house.
- Write this summary on the board. Create a chart with the headings *Who*, *When*, *Where*, *Why*, and *What*. Have students identify the information from the summary that belongs under each heading.
- Give students a blank piece of paper. Have them choose a familiar story to summarize. Ask students to think about the *who*, *when*, *where*, *why*, and *what* of the story to create and record a summary on the paper. Invite them to share their summary aloud.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *ashore*, *isla*, and *bridge*.
- Give groups of students a large piece of blank paper. Have them divide the paper into three parts. For each word, have them write or draw what they know about the word. Have groups discuss and create a definition for each word using their prior knowledge.
- Show students the picture of the ship's bridge on the back cover. Invite students to describe the objects in the picture (*wheel*, *instruments*, *phone*, and so on). Write the word *bridge* on the board and say the word aloud with students. Explain that ships have a *bridge*, or a place that contains all the controls to drive a ship. Have students compare the meaning of the word with their prior knowledge. Point out that bridge is a multiple-meaning word, or a word with more than one meaning.

- Point to an island on a map. Ask students to identify the landform. Write the word *island* next to *isla* on the board and say each word aloud with students. Point out that *isla* is the Spanish word for *island*. Have students compare the meaning of the word with their prior knowledge.
- Hold a small object to the map in the Sea of Cortez. Explain that the object represents a ship. Move the object on the map from the sea to the edge of the closest island. Have students describe what the ship is getting closer to (land). Write the word *shore* on the board and say it aloud with students. Explain that a *shore* is the area of land at the edge of the water. Have students use the movement of the object and the meaning of *shore* to identify the meaning of *ashore* (getting closer to land, or shore). Have students compare the meaning of the word with their prior knowledge.
- Encourage students to check the meaning of each word using a dictionary. Then have volunteers use each word in a sentence.


Set the Purpose

- Have students read the book to find out more about Charlene's Sea of Cortez journal. Remind them to stop after every few pages to visualize the most important events of each day of the journal and draw on their worksheet what they visualized about the events.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 8. Encourage those who finish early to go back and reread. Have students draw what they visualized for the events of each day.
- **Model visualizing.**
Think-aloud: When I read about Charlene's kayak trip with her dad, I pictured them going very fast through the water as her dad rowed by himself. What clues in the text might have led me to visualize these events? ("whizzing along the water" indicates going fast; her arms were tired, indicating she might have stopped rowing, leaving her dad to row by himself).
- Have students share the pictures of what they visualized while reading. Have them explain their drawings aloud.
- **Check for understanding:** Have students read to the end of page 11. Have them visualize the information in the text. Ask students to use their worksheet to add to their drawings as they visualize the information in the book and to use their drawings to identify the important events of Charlene's trip.

 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

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important events in the story.
- *Think-aloud:* When I read about the boojum forest, I pictured how the peculiar trees looked like giant, upside-down carrots. I know that a carrot looks like a long stick that gets increasingly skinny toward the end. I also know that the skinny roots of a carrot shoot out in many directions from the tip. This helped me to understand what boojum trees look like and to remember that part of the book.
- **Independent practice:** Have students complete the visualize worksheet. If time allows, have students share their pictures when finished.

Reflect the Comprehension Skill

- **Discussion:** Have students use their drawings on the visualize worksheet to review the events of the story. Discuss the important parts of a summary (*who, when, where, why, and what*). Ask students to explain how visualizing helped them to summarize the story (it helps to organize the important information and events of the story).
- **Independent practice:** Introduce, explain, and have students complete the [summarize worksheet](#).
- **Extend the discussion:** Ask students to summarize a favorite vacation or trip where they experienced new and/or exciting things. Invite them to share their experiences with the class.

Build Skills

Grammar and Mechanics: Past-tense irregular verbs

- Direct students to the first sentence on page 5. Ask them to identify the verbs in the sentence (*woke, looked*). Explain that these are past-tense verbs that describe something that happened in the past. Write the term *past tense* on the board.
- Write the term *present-tense* on the board. Explain that present-tense verbs describe something that is happening in the present, or right now. Ask students to name the present-tense forms of *woke* and *looked* (*wake, look*).
- Point out that the verb *look* is changed to a past-tense verb simply by adding the suffix *-ed*. Discuss how this is an example of a *regular past tense verb*. Point out that *wake* is an *irregular past tense verb* because its past-tense is formed without adding *-d* or *-ed*.
- Ask students to turn to page 4 and identify the regular past-tense verbs (*explained, played, allowed, loved*). Have them identify the present-tense of these verbs (*explain, play, allow, love*). Write these examples on the board under the *present-tense* and *past-tense* categories.
- Have students turn to page 7. Point out the irregular past-tense verbs (*awoke, saw, went, took*). Invite students to identify the present-tense verbs (*wake, see, go, take*). Write these examples on the board under the *present-tense* and *past-tense* categories.
- **Check for understanding:** Write the present-tense verbs *play, explain, and go* on the board. Have students work in pairs to create past- and present-tense sentences using these verbs. Have them share their examples aloud.
- **Independent practice:** Have students complete the [past-tense-irregular-verbs worksheet](#). If time allows, discuss their answers.

Word Work: Homophones

- Have students turn to page 3. Read the following sentence aloud: *I am going to write in it every day while I am on a cruise in Mexico's Sea of Cortez*. Circle the word *write*. Ask students to explain what the word means (to put letters, words, or numbers on a surface, such as paper).
- Have students turn to page 10. Read the following sentence aloud: *Six or seven dolphins swam right in front of the ship*. Circle the word *right*. Ask students to explain what the word means (exactly).
- Ask students which words in the sentences sound the same but are spelled differently and have different meanings (*write, right*). Write these words on the board. Explain that these words are called *homophones*. Repeat the process for *sea* (page 5) and *see* (page 17), and *there* (page 9) and *their* (page 9).
- Invite students to share other homophone pairs they may know. Write these pairs on the board.
- **Check for understanding:** Write the homophones *there, their, see, sea, write, and right* on the board. Have students use each word in a sentence on a separate piece of paper. Invite them to share their sentences aloud.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). Discuss their answers.

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 students practice visualizing the story with someone at home and then compare the pictures they created in their mind.

Extend the Reading

Writing Connection

Review how Charlene shared interesting events and important people in her journal. Discuss what might happen on her return trip that would be interesting to share. Have students write the next entry in Charlene's journal, titled MONDAY: The Trip Home. Remind students to continue writing in the past tense, as the book was written.

Social Studies Connection

Provide maps and other print resources for students to locate all of the places mentioned in Charlene's journal: Sea of Cortez, Mexico, Los Islotes, La Paz, Half Moon Bay, Isla San Francisco, Isla San Jose, Catalina Island, Santa Rosalina, La Rasa Island, Bahia de Los Angeles, Boojum Forest, and Guaymas. Have them locate and label these on a blank map. Then have students trace the route of Charlene's trip on the map.

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 use the strategy of visualizing to comprehend the text during discussion and on a worksheet
- accurately summarize information in the book to comprehend text during discussion and on a worksheet
- identify and understand the formation of past-tense irregular verbs during discussion and on a worksheet
- identify homophones in the text and on a worksheet

Comprehension Checks

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