

Focus Question:

How would you describe the deep ocean and what lives there?

Book Summary

Text Type: Nonfiction/Informational

The ocean is a fascinating place for students to explore. *Deep in the Ocean* describes the plants and animals that can be found in the depths of the ocean and the role of oceanographers in uncovering these creatures' mysteries. High-quality graphics including photographs, labels, and diagrams support the text. This book can also be used to teach students how to identify main ideas and details as well as to ask and answer questions to better understand the text.

The book and lesson are also available for levels L and R.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Identify main ideas and details in a text
- ☐ Describe information provided by labels
- ☐ Identify vowel digraph ee
- ☐ Understand and use adjectives in sentences
- ☐ Identify and form compound words

Materials

- ☐ Book: *Deep in the Ocean* (copy for each student)
- ☐ Main idea and details, adjectives, compound words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *adaptable* (adj.), *marine* (adj.), *sensors* (n.), *species* (n.), *submersible* (n.), *sulfur* (n.)

- **Academic vocabulary:** *report* (n.), *study* (v.), *without* (adj.)

Guiding the Reading

Before Reading

Build Background

- Place a picture of ocean life on the board, and ask students what they know about the creatures in the ocean and the people who study them. As students share their prior knowledge, write down the main points on the board.
- Discuss with students what makes the ocean a livable place for the animals. Have students share with a partner the differences between life on land and life in the water.

Introduce the Book

- Give students their copy of *Deep in the Ocean*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers better understand what they are reading by asking questions before and during reading, and searching for answers while they read. Remind students that they can use prior knowledge and information in the book to formulate their questions. Have students work with a partner to create at least two questions about the book on the basis of the cover and title page. Invite students to share their questions with the class and record these questions on the board. Have students preview the rest of the book, looking at the photographs, graphics, and diagrams, to generate more questions.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that every book has a main idea, which is what the book is mostly about. Review or explain that they can often predict the main idea by looking at the title of the book. Have students look at the title and cover of the book. Ask them to work with a partner to predict the main idea of this book. Invite volunteers to share their predictions with the rest of the class.
- Have students turn to the table of contents and point out the names of the different sections, such as "Diving Deep in the Ocean" and "Counting the Sea Animals." Explain to students that each section of the book has its own main idea and supporting details. These main ideas and supporting details support the book's overall main idea. Ask students to work with their partner to predict the main idea of each section and share their predictions with the class.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary 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. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about ocean life. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *In which part of the ocean do plants and animals that need sunlight and warm water live?* (level 1) page 5
- *How does the temperature and the pressure of the water change as the depth increases?* (level 1) pages 5 and 7

- *What special skills do oceanographers have?* (level 2) pages 8–9
- *What species live in the volcanic water of the ocean?* (level 1) page 12
- *What new things did oceanographers share in the Census of Marine Life?* (level 2) multiple pages
- *How did scientists learn that life is more adaptable than they originally thought?* (level 3) page 14
- *Why is it important to study marine life?* (level 3) multiple pages

Text Features: Labels

Explain that labels clarify illustrations and photographs by identifying specific parts of the image. Have students work with a partner to review the illustration and labels on page 6. Ask students: *How do the labels clarify the meaning of the illustration? If there were no labels, would the illustration be as informative? Why are labels an important tool for supporting the information in the text?* Have students review other images with labels in the book and discuss how these labels clarify the meaning of the images and support the text. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Draw students' attention back to the questions they generated on the board. Discuss any questions that have been answered from the reading. Remind students to continue looking for answers to the remaining questions as they read.
- Work with students to come to a consensus on the overall main idea of this book: *many plants and animals live deep within the ocean*. Emphasize with students that there are many details throughout the book that support this main idea.
- Remind students that each section of the book also has its own main idea and details.
- Model identifying the main idea and details in one section of the book.

Think-aloud: *I know the main idea of this book is that many plants and animals live deep within the ocean. I also know that each section has its own main idea and details. As I read the section "Oceanographers," I learned more about the scientists who study plants and animals that live deep within the ocean. I learned that these scientists often live on a ship for months at a time and work seven days a week. They also study what a sea animal eats and where it lives, and others study the ocean water itself.*

- I will underline this information in the book. On the basis of what I've read, I think the main idea of this section is that scientists who study the ocean and its animals are called oceanographers.*
- Write the main idea of this section on the board. Ask students to identify details that support this main idea (*live for months on a ship, work seven days a week, study what a sea animal eats and*

Guiding the Reading (cont.)

where it lives, study the ocean itself). Write these details on the board.

- Model how to complete the **main-idea-and-details worksheet**. Have students choose four sections of the book and identify details from each section. Then, have students use the details to determine the main idea of each section and discuss with a partner how these main ideas also support the overall main idea of the book.

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.

Skill Review

Graphic Organizer: **Main idea and details**

Review the main-idea-and-details worksheet that students completed. Have students share their work with a partner. Invite volunteers to share with the rest of the class the supporting details they chose and how they used these details to determine the main idea for each section.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Answers should include the plant and animal life that make the ocean come to life. Sample: *As you go deeper in the ocean, the plant life, animal species, and water temperature all change. With over 230,000 species, the creatures in the ocean surprise scientists daily with their unique looks and capabilities.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonics: **Vowel digraph ee**

- Write the word *deep* on the board and point to the letters *ee*. Explain to students that the letters *e* and *e* together stand for the long vowel /e/ sound they hear in the middle of the word *deep*.
- Explain that the *ee* letter combination is one of the letter combinations that stands for the long vowel /e/ sound and that the other combinations are *ea* and *ie*. Explain students that these combinations of letters together are called *long vowel /e/ digraphs*.

- Write the words *green* and *seen* on the board. Ask students to identify the letters that make the long vowel /e/ sound.
- **Check for understanding:** Write the following words on the board, leaving out the vowel digraph *ee*: *street, cheese, three, bee, sheep, free*. Have students write these words on a separate piece of paper, filling in the vowel digraph *ee* to complete each one.

Grammar and Mechanics: **Adjectives**

- Remind students that *adjectives* are words that describe *people, places, and things*. An adjective usually answers one of the following questions: *Which one? How many? What kind?*
- Write the following sentences on the board. Ask students to count the number of adjectives in each sentence. *The very cold Deep Ocean Zone has hot volcanoes in it. Huge groups of Arctic sea life were also found living in freezing water.*
- Have individual students come up to the board and circle the adjectives in each sentence. Then have them underline the noun that each adjective describes.
- **Check for understanding:** Have students work in pairs to reread page 13 and circle all of the adjectives they find. Discuss the results as a group, identifying the nouns that each adjective describes.
- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss their answers.

Word Work: **Compound words**

- Write the word *viperfish* on the board and read it aloud with students. Ask students which two words they see in *viperfish* (*viper* and *fish*). Explain that this word is called a *compound word*. A compound word has two parts that make up one meaning.
- Have students turn to page 12 in the book. Have them read the last sentence, *These animals use sulfur to live rather than sunlight*. Have students identify the compound word *sunlight*. Ask students to identify the two separate words that make up the compound word. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word.
- **Check for understanding:** Have students look for compound words in the caption on page 10. Have them discuss the meaning of each word.
- **Independent practice:** Introduce, explain, and have students complete the **compound words worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.