

# Under The Sea

Amy Schlamkowitz  
E-mail: [arhino@optonline.net](mailto:arhino@optonline.net)  
MS 131  
100 Hester Street  
New York, NY 10002  
(212) 219-1204



For more information, contact:

Teachers Network  
IMPACT II Program  
Attn: Peter A. Paul  
285 West Broadway  
New York, NY 10013

(212) 966-5582; Fax: (212) 941-1787  
E-mail: [ppaul@teachersnetwork.org](mailto:ppaul@teachersnetwork.org)

WEBSITE: [www.teachersnetwork.org](http://www.teachersnetwork.org)



## Table of Contents

<b>PROGRAM OUTLINE/OVERVIEW .....</b>	<b>4</b>
INSTRUCTIONAL PURPOSE AND TARGET GRADE LEVELS .....	4
RESOURCES NEEDED .....	4
IMPLEMENTATION .....	4
CONNECTION TO NEW YORK STATE STANDARDS.....	5
<i>Standard 1 – English Language Arts (Language for Information and Understanding)</i> .....	5
<i>Standard 2 – English Language Arts (Language for Literary Response and Expression)</i> .....	5
<i>Standard 4 – Mathematics, Science, and Technology (Science)</i> .....	5
<i>Standard 3 – Social Studies (Geography)</i> .....	5
<b>INTRODUCTION.....</b>	<b>6</b>
INSTRUCTIONAL GOAL .....	6
OBJECTIVES.....	6
MATERIALS.....	7
<b>CREATING A KWL CHART AS AN INTRODUCTION TO SEA LIFE UNIT .....</b>	<b>8</b>
INSTRUCTIONAL PROCEDURE/ACTIVITY:.....	8
<i>Duration</i> .....	8
<i>Motivation</i> .....	8
<i>Statement of Objectives</i> .....	8
<i>Guided Practice/Independent Practice</i> .....	8
<i>Closure</i> .....	9
<i>Evaluation</i> .....	9
<b>COMPARING/CONTRASTING FICTION TO NON FICTION .....</b>	<b>10</b>
INSTRUCTIONAL PROCEDURE/ACTIVITY:.....	10
<i>Duration</i> .....	10
<i>Motivation</i> .....	10
<i>Statement of Objectives</i> .....	10
<i>Guided Practice/Independent Practice</i> .....	10
<i>Closure</i> .....	10
<i>Evaluation</i> .....	10
<b>ASKING QUESTIONS AND DETERMINING IMPORTANCE .....</b>	<b>11</b>
INSTRUCTIONAL PROCEDURE/ACTIVITY:.....	11
<i>Duration</i> .....	11
<i>Motivation</i> .....	11
<i>Statement of Objectives</i> .....	11
<i>Guided Practice</i> .....	11
<i>Guided/Independent Practice</i> .....	11
<i>Closure</i> .....	11
<i>Evaluation</i> .....	12
<b>MAIN IDEAS AND SUPPORTING DETAILS .....</b>	<b>13</b>
INSTRUCTIONAL PROCEDURE/ACTIVITY:.....	13
<i>Duration</i> .....	13
<i>Motivation</i> .....	13
<i>Statement of Objectives</i> .....	13
<i>Guided Practice</i> .....	13
<i>Independent Practice</i> .....	13
<i>Closure</i> .....	13



<i>Evaluation</i> .....	13
<b>CREATING A GRAPHIC ORGANIZER OF MARINE MAMMALS (TAKING NOTES)</b> .....	<b>14</b>
INSTRUCTIONAL PROCEDURE/ACTIVITY:.....	14
<i>Duration</i> .....	14
<i>Motivation</i> .....	14
<i>Statement of Objectives</i> .....	14
<i>Guided Practice</i> .....	14
<i>Independent Practice</i> .....	14
<i>Closure</i> .....	15
<i>Evaluation</i> .....	15
<b>EXPLORING POETRY</b> .....	<b>16</b>
INSTRUCTIONAL PROCEDURE/ACTIVITY:.....	16
<i>Duration</i> .....	16
<i>Motivation</i> .....	16
<i>Statement of Objectives</i> .....	16
<i>Guided Practice</i> .....	16
<i>Independent Practice</i> .....	16
<i>Closure</i> .....	16
<i>Evaluation</i> .....	17
<b>RESEARCH – STUDENTS CHOOSE THEIR OWN SEA ANIMALS!</b> .....	<b>18</b>
INSTRUCTIONAL PROCEDURE/ACTIVITY:.....	18
<i>Duration</i> .....	18
<i>Motivation</i> .....	18
<i>Statement of Objectives</i> .....	18
<i>Guided/Independent Practice</i> .....	18
MARINE (SEA) LIFE GUIDELINES FOR RESEARCH REPORT .....	18
MINI-LESSONS DURING RESEARCH.....	19
<i>Closure</i> .....	19
<i>Evaluation</i> .....	19
<b>GUIDED READING</b> .....	<b>20</b>
<b>PRESENTATION AND COMMUNICATION SKILLS - THE CULMINATION OF RESEARCH.</b> .....	<b>21</b>
INSTRUCTIONAL PROCEDURE/ACTIVITY:.....	21
<i>Duration</i> .....	21
<i>Motivation</i> .....	21
<i>Statement of Objectives</i> .....	21
<i>Guided Practice/Independent Practice</i> .....	21
<i>Closure</i> .....	21
<i>Evaluation</i> .....	21
<b>UNDER THE SEA – QUIZ/GAME</b> .....	<b>22</b>
<b>SEA LIFE WORD STUDY</b> .....	<b>24</b>
<b>RESOURCES</b> .....	<b>25</b>



## **Program Outline/Overview**

### ***Instructional Purpose and Target Grade Levels***

**Under the Sea** is an English Language Arts program that incorporates Science and Social Studies. It is appropriate for grades 4–8, depending on the level of reading materials used.

The instructional purpose of **Under the Sea** is to teach and enhance various reading strategies of the Balanced Literacy program. These strategies include read aloud (most amount of teacher interaction), guided reading, shared reading, and independent reading (least amount of teacher interaction). The students read about many forms of sea life from different parts of the world and further their ability to research a topic. They assist in the creation of this program by assessing what their individual and group needs are. The students are at various levels in reading and therefore have different needs. This unit allows the teacher to work with students in small groups, individually, and as a whole class. The key is modeling reading strategies and having the children practice in small groups or on their own. The plethora of reading material makes this possible and fosters a healthy learning environment.

### ***Resources Needed***

The necessary resources include many books, magazines, posters, diagrams, maps, and a computer with Internet access. Videos and computer software programs such as Microsoft Encarta are also necessary. The resources are selected by assessing student ability level and deciding which topics will captivate the student. Sea life is already a topic of high interest and the appropriate reading material can engross students even further. The program also employs a KWL Chart, which shows the teacher what the students are interested in learning about.

### ***Implementation***

The class begins with a read aloud (*The Rainbow Fish*, by Marcus Pfister) for motivation. The teacher may begin with any appropriate read aloud, depending on the level of the students. Then the KWL Chart is created and employed, and material is selected from books and magazines to begin reading strategies. The teacher models a reading strategy with the class, and students practice the strategy in small groups and/or individually. Some reading strategies include: questioning, determining importance, main idea/supporting details, and cause and effect. As a final project, students do their own research on their sea animal of choice. Therefore, they must work on note taking, topic sentences, paragraphing, and many other steps needed for successful research. Students are taught as a whole class, in small groups, and individually, depending on the lesson.



*Connection to New York State Standards*

**Standard 1 – English Language Arts (Language for Information and Understanding)**

Students speak, read, and write for information and understanding. As listeners and readers, students collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**Standard 2 – English Language Arts (Language for Literary Response and Expression)**

Students read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**Standard 4 – Mathematics, Science, and Technology (Science)**

Students understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

**Standard 3 – Social Studies (Geography)**

Students use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which they live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.



## Introduction

**Topic:** Under the Sea

**Teacher:** Mrs. A. Schlamkowitz

**Grade:** Good for various grades. The teacher can use age appropriate reading material depending on the grade or ability of the students.

**Estimated Time:** You will spend 40-45 minute blocks for a course of several weeks.

**Unit:** Reading strategies with incorporation of Science and Social Studies

### *Instructional Goal*

This program teaches and enhances various reading strategies of the Balanced Literacy program. These strategies include read aloud, guided reading, shared reading, and independent reading. The students read about many forms of sea life from different parts of the world and further their ability to research a topic.

### *Objectives*

The students will be able to:

1. Create a KWL chart to figure out what they know, what they want to know, and what they have learned about sea life.
2. Utilize the table of contents and index of a book to search a particular topic and decide if the book is appropriate for their needs.
3. Differentiate between fiction and non-fiction texts, and what their uses are.
4. Use charts/graphs/illustrations when reading.
5. Build on listening skills while paying attention to a book being read aloud to them.
6. Integrate questioning strategies to help them with the meaning of the text.
7. Use context clues to figure out the meaning of difficult words so that the reading makes sense to them.
8. Focus on a particular topic in a reading piece through guided reading.
9. Use related vocabulary in context.
10. Analyze various forms of sea life and where they exist in the world.
11. Synthesize these reading strategies while engaging in independent reading.
12. Research a topic of choice on sea life and complete an investigative report as well as creative project.
13. Organize their thoughts in order to present their reports and projects in a logical fashion.
14. Build on listening skills while paying attention to a fellow classmate's presentation.
15. Ask proper questions of the presenter once he/she is finished in order to gain more understanding of the topic.



***Materials***

1. A plethora of books on sea life (fiction, non-fiction, and picture books). Choose some books that have multiple copies for those lessons that need children focused on the same book.
2. Overhead projector and transparencies for shared reading.
3. Selected reading pieces for shared reading (both fiction and non-fiction texts).
4. Computers for research and/or writing pieces.
5. Construction paper for illustrations.
6. Colored pencils, crayons, markers, etc.
7. Selected reading pieces for guided reading (both fiction and non-fiction texts).



## Creating a KWL Chart as an Introduction to Sea Life Unit

### *Instructional Procedure/Activity:*

#### **Duration**

One class period or 45 minutes

#### **Motivation**

1. Welcome the students to **Under the Sea** by reading *The Rainbow Fish*, by Marcus Pfister. Once the read aloud is completed, get students situated and ready to be immersed in sea life books.
2. Put many books in the hands of the students and get them involved in the theme of sea life. Have them leaf through the books and make observations for about 10 minutes. Ask them to write down ideas and/or topics of sea life that they are curious about.

#### **Statement of Objectives**

3. Tell the students that they are going to be studying sea life, and that will include all kinds of reading and fun activities. Explain that here will be times where they work as a whole class and other times when they will work in centers, and everyone will have the opportunity to be involved in each center.

#### **Guided Practice/Independent Practice**

4. Once students have read or skimmed through the books put in front of them and write down some ideas, begin creating a KWL chart with the children. Start with what the students know (K), what the students want to know (W), and leave a place in the chart for what they have learned (L) to complete as you close the lesson.
5. Ask students about the difference between fiction and non-fiction text . What are the different purposes of fiction text? Non-fiction text? Why do we need both kinds of writing? How can each help us? Chart their responses.
6. Pass out the non-fiction book *What is a Marine Mammal, A Bobbie Kalman Book* to each student. (Any book with multiple copies that has a table of contents and index is fine). Now focus students on the title page. Ask them what the purpose of a title page is. Discuss this. Now go to the table of contents. Ask them what the purpose of a table of contents is. Ask how to find information on “seals,” for example, without having to go through the whole book. Next, revert their attention to the index. Ask them if they know what an index is. “Why do we need to use the index?” “Why can’t I just look through the book to find what I’m looking for?” “What do you notice about the index?” Once you are satisfied with their answers, move on to the “index game.”
7. The index game is as follows: All students should be on the index page and should now know exactly what the purpose of the index is. Ask them, “What page of pages can I find manatees on?” Then check as a class to see if they are correct. Do this until you feel the class knows how to use the index.



**Closure**

8. Put up the KWL chart again and fill in the “L” portion. Ask students to give you the information that belongs in this part of the chart. Explain that they have plenty of time during the unit to answer questions that they have. They are encouraged to constantly ask questions and we will find those answers.

**Evaluation**

9. Students today will be evaluated on their class participation, questions that they ask, and questions that they are able to answer. You also need to check for understanding when we are looking at the table of contents and index.



## **Comparing/Contrasting Fiction to Non Fiction**

### ***Instructional Procedure/Activity:***

#### **Duration**

One class period or 45 minutes

#### **Motivation**

1. Read aloud a non-fiction piece to the students. Ask what they notice about what is being read. Lead them to make observations about non-fiction texts and compare non-fiction to fiction. Once satisfied with their replies, pass out the sea life books again and ask students to explore them once more.

#### **Statement of Objectives**

2. Tell the students that we are going to separate the fiction and non-fiction texts that are in front of them. There are reasons for reading both genres, and each serves its purpose.

#### **Guided Practice/Independent Practice**

3. Separate students into pairs or groups depending on the amount of students in the class.
4. They are to write out on paper reasons for using non-fiction text with examples for each reason. They will also present their findings.
5. As students come up to present (all students will do some speaking), the teacher writes out their reasons and examples on chart paper for all students to see.

#### **Closure**

6. Once the teacher and students look at their completed list, ask students to sum up what they learned today about non-fiction. Did they notice anything that they never saw before?

#### **Evaluation**

7. Students are evaluated on presentation, class participation, group participation, and the list that they came up with as a group. The teacher circles the room and observes how students come up with their answers.



## Asking Questions and Determining Importance

### *Instructional Procedure/Activity:*

#### **Duration**

Several class periods. Teacher may spend more or less time depending on needs of the students.

#### **Motivation**

1. Read aloud a piece of non-fiction about some form of sea life that will entice the children. Once you have finished, ask questions such as, “Were there some words that you did not understand?” “Do you think that there are ways to figure these words out?” “Are there techniques for reading that can make this text more understandable?” Once you have some discussion, model on an overhead these strategies that can help them understand non-fiction text better.

#### **Statement of Objectives**

2. Explain to the students that we are going to practice research skills today that will assist us in figuring out what different parts of the text mean. This will further help us in the future for more advanced research.

#### **Guided Practice**

3. Model a shared reading for them by doing a “think-aloud” with non-fiction text. Show them how to figure out the main ideas and key words in the reading by thinking out loud. For example, if the teacher comes to a difficult word in the text, say out loud, “I wonder what that word means.” Then explain how you would figure it out. Was it in boldface type? Was there a definition after the word? Another helpful research skill is to be able to understand what certain symbols mean in the text such as a colon. A list will most likely follow a colon, for example.
4. Have the students get into pairs and practice these strategies. They will use the plethora of books that will be given to them after the “think-aloud” has been completed.

#### **Guided/Independent Practice**

5. Have them choose a book with a partner and read a few pages together. Instruct them to notice things that they didn’t notice before and to use the techniques that were modeled by the teacher. What were the main idea(s) of what they were reading? What were some key words? How did you figure out what words meant? They should write all of their findings down because this will be shared with the class.

#### **Closure**

6. After about 10-15 minutes, bring the class back from their pairs and ask, “Who found some interesting things about doing research?” Ask students to volunteer and chart out what the students tell you.

Under the Sea  
Amy Reinowitz-Schlamkowitz  
M.S. 131



**Evaluation**

7. Again, students are evaluated on presentation, class participation, group participation, and the list that they came up with as a pair or group. The teacher circles the room and observes how students come up with their answers.



## **Main Ideas and Supporting Details**

### ***Instructional Procedure/Activity:***

#### **Duration**

Several class periods. Teacher may spend more or less time depending on needs of the students.

#### **Motivation**

1. Ask students what they know about sharks, for example. Ask them how they know these things. Where did they find the information? Can they support this information?

#### **Statement of Objectives**

2. Inform students that we are going to practice finding main ideas and supporting details. Ask students if they are familiar with this concept. Some may have done this before.

#### **Guided Practice**

3. Have an overhead made on non-fiction text about sharks. Model for them how to find the main ideas and supporting details by making a T-chart. You can either make the T-chart along side the text or have a blank overhead that you can write on. Make sure that you mark up the text so that students see what you are referring to, but do not mark it up too much. Stay focused on main ideas and supporting details that follow.
4. Stop at various points in the shared reading to ask them what they notice. Do they see that the teacher is picking out what the main idea is? Do they see how the teacher is deciphering between important information (major facts that should not be left out) and minor details that support the main idea?

#### **Independent Practice**

5. Have students work with partners and choose a page of non-fiction text that they are interested in. If some students wish to work alone, that is O.K. They are to create their own T-chart of main ideas and supporting details.

#### **Closure**

6. Sum up the lesson by reiterating what main ideas are and their supporting details. Be sure students know the difference between a main idea and other information in the text.

#### **Evaluation**

7. Again, students will be evaluated on presentation, class participation, group participation, and the list that they came up with as a pair or group. The teacher should be circling the room and observe how students come up with their answers. All group work is to be collected and graded as well.



## Creating a Graphic Organizer of Marine Mammals (Taking Notes)

### *Instructional Procedure/Activity:*

#### **Duration**

Approximately one week. Teacher may spend more or less time depending on needs of the students.

#### **Motivation**

1. Read aloud non-fiction text. You should choose something on mammals since you will be “taking notes” and putting together an organized graph of various mammals.

#### **Statement of Objectives**

2. Tell students that we are going to create a graphic organizer on mammals. They will be the ones to choose which mammals they cover and they will collectively research information and put it together on the chart. They will then use these notes to write an investigative report.

#### **Guided Practice**

3. Make a big chart using two pieces of chart paper. There should be sections across the top such as: Name of Marine (sea) Mammal / Where does the mammal live (habitat)? / What does it eat? / What is interesting or special about it? / Where did you find this information? Eventually, you will do a mini-lesson on bibliography because they will have to cite their sources with their research piece.
4. Pass out only the marine mammal books and other resourceful information on marine mammals. Begin asking them to fill in the graphic organizer. Explain that the class will do research together to fill in their chart. They should use all their resources! Use the index if you need to find out exactly what seals eat, for example. The information they give should be from the resources and not just a guess.

#### **Independent Practice**

5. Once we have completed our chart with our mini-research, ask students to put this information in paragraph form. The teacher should model the first paragraph for them and show them what a good piece of writing should look like. There should be an introductory paragraph that generally describes marine mammals. All of the marine mammals on the chart should have a general mention in the introductory paragraph.
6. Each sea animal should have its own paragraph because it is a separate main idea. The teacher should ask the students about separating into paragraphs and hopefully they will come up with the answer that the main idea is the mammal and the supporting details are the facts that were filled in on the chart.



7. They should write the additional paragraphs on their own and this should be a graded piece. They should use all of the resources available so that they write in complete sentences and check their spelling. They teacher circles the room and makes sure that students are constructing well-written pieces.

**Closure**

8. Ask students what they learned about constructing paragraphs with an introduction, body, and conclusion. Did they notice that the order made sense? Did they make any other observations? Will this help you when you do your own research on your topic?

**Evaluation**

9. Students will be graded on class participation during the graphic organizer and their ability to look up the information that is asked of them. They will receive a grade for their finished pieces as well.



## Exploring Poetry

### ***Instructional Procedure/Activity:***

#### **Duration**

Several class periods. Teacher may spend more or less time depending on needs of the students.

#### **Motivation**

1. Read a variety of poems from different books if necessary to the students. One that is great in content and appropriate is *A Drop of Water*, by Jane Yolen.

#### **Statement of Objectives**

2. Tell the students that for the first day we are going to explore poetry. We will look at sea life poems as well as other poems. Poetry is full of creativity, no matter what the theme is.

#### **Guided Practice**

3. Ask students questions such as, “What does poetry mean to you?” “What are some ways to describe poetry?” “Does it always have to rhyme?” “Why or why not?” “What do some poems remind you of?” “What are some emotions that poems can bring about?” Record all of their answers on chart paper so that they can refer to what they came up with as a class and explain that we can always add to it.

#### **Independent Practice**

4. Pass out all the available books on poetry. Include sea life and all other types and themes. Instruct students to browse through the books and find different poems that mean something to them. They may want to write down the titles of poems or lines that stuck out. They should feel free to discuss these findings with other students around them. Sharing is one of the best ways to appreciate any poetry or literature. The teacher should model browsing for the students while observing the students and their reactions.
5. After an appropriate amount of browsing (probably until the following day), students should now have some ideas of how they would like to instruct a poem of their own. It can be about any topic they would like, as they should not be limited. Sea life would be preferred due to the theme we are studying, but students should have the freedom to explore with poetry. Students should also be encouraged to illustrate their poems, which can add to the effect for them.

#### **Closure**

6. Bring out the original charted answers from after you read some poems to the students. Ask students what they learned about poetry. Ask what they noticed that they did not before they read so much of it. Did they discover that they could write poetry themselves?

Under the Sea  
Amy Reinowitz-Schlamkowitz  
M.S. 131



**Evaluation**

7. Students will be evaluated on their participation (input) when asked questions, cooperation, and construction and creativity of their own poetry.



## **RESEARCH – Students Choose Their Own Sea Animals**

### ***Instructional Procedure/Activity:***

#### **Duration**

If work (note taking, first draft, revisions, and final draft) is done in class, this could take 3-4 weeks. Teacher may spend more or less time depending on needs of the students.

#### **Motivation**

1. Read a non-fiction piece to the students such as one on dolphins. Ask students to make connections about what we have learned about non-fiction.

#### **Statement of Objectives**

2. Tell the students that they are going to do research on a sea animal of their choice. It must be a sea animal that they can find at least three sources for. Students should be reminded that they are going to use all of the reading strategies that we practiced in order to produce their investigative reports.

#### **Guided/Independent Practice**

3. Ask students if they can recall the various reading strategies that we practiced for the past few weeks. Write their responses on chart paper while encouraging students to remember the strategies and various texts that we read in class.
4. Once these strategies have been listed, the teacher should discuss the guidelines necessary for their research to be successful.

### ***Marine Life Guidelines for Research Report***

1. Describe the outer appearance of your sea animal.
2. Where does your sea animal live? What parts of the world is it found in? Give details such as bodies of water, continents, and countries. Describe the climate that your sea animal lives in.
3. What does it eat? Who preys on your sea animal?
4. What are special or interesting features such as instincts, body structure, habitat, instincts, etc. of your marine animal? Give details.
5. What have you learned about this sea life unit and your animal in particular?
6. Why did you choose this animal?
7. Students have a choice of the format in which they could prepare these projects. Examples include: a regular research report, picture book format, or a poster that included all written information/maps/diagrams/etc.
8. The requirements of the final project are: a table of contents, introduction, and body (five main ideas and supporting details) to be divided up into chapters,



conclusion, diagram, map of where their sea animal could be found in the world, glossary, and pictures to add to the final research project.

### ***Mini-Lessons During Research***

1. Choosing sources and taking notes (refresher)
2. Writing an enticing introduction
3. Body paragraphs – main idea and supporting details (refresher)
4. Developing a table of contents
5. Summing up reports with a strong conclusion
6. Constructing a bibliography

### **Closure**

After students have completed their research, compliment them on their hard work. Ask students what they learned about researching a topic. Have them make connections to the reading strategies and how important reading is to other major subjects such as science. How will they use their new skills in the future?

### **Evaluation**

Students are evaluated on how accurately they followed the guidelines in their research reports and projects. Did they fulfill all the requirements? They are also evaluated on their organization and consistency throughout their reports.



## Guided Reading

While students are working independently with their research, it is an excellent time to have small groups working in *guided reading*. All students have chosen their topics and should know exactly how to take notes and determine importance, working independently without interruptions. They also have a good source of prior knowledge on the topic, and prior knowledge furthers understanding. Since the vast majority of the texts are non-fiction, a great reading strategy to work on is “main idea.” Other good reading strategies with non-fiction are “context clues” and “text features.” Although this is a good time to use guided reading, it can also be introduced and implemented at any time during this unit, depending on the teacher and students.

First, divide students into groups of 4 or 5 with similar reading abilities. Work with one group at a time at a separate table within the classroom. The other students should be diligently working on their reports without interrupting the small group instruction. It is important for the students to remain quiet so that the concentration is not broken. Guided reading should only take about 20 minutes.

Choose a piece of text that is relevant to the unit, and plan a lesson by “chunking” (cutting into smaller pieces) the text. Introduce to the students what they will be doing and why. Explain what guided reading is for those who do not know. For one example of guided reading, tell the students that the strategy we are working on is “main idea” and that you will have them read the text to a certain point and then stop. You may want to ask them if they understand what is meant by “main idea.” While they are reading they are to pay attention to the main idea or most important part of what they are reading. When they have completed up to that part, they should look up so that you know they are finished. You can choose a variety of reading strategies to work on during guided reading; the idea is to remain focused and help the students better understand the texts they are reading.

The teacher should have questions and discussion starters handy so the students are inspired to speak about what they have read. Students may be shy at first, but they will eventually give most of the input. The teacher’s job is to keep them on track and focused. You will follow the same routine for all the chunks and make sure the students are focused every time they begin to read.

For another example of guided reading, the teacher can work on map skills. When doing research, we come across various types of maps and graphs. In this program, we have seen quite a few maps that improved our understanding of where our sea animal is found in the world. Also, there are maps that show the migration paths of some species of whales. Each student should have a copy of the map and the teacher should lead the discussion about why maps are important.



## **Presentation and Communication Skills - The Culmination of Research**

### ***Instructional Procedure/Activity:***

#### **Duration**

About three class periods, depending on the size of the class.

#### **Motivation**

1. Congratulate students on their hard work for the past several weeks. Recap some of the reading strategies and activities that were explored.

#### **Statement of Objectives**

2. Tell the students that they will collectively create a list on the most interesting and special things that they have learned, review the qualities of a good presentation, and then begin their presentations.

#### **Guided Practice/Independent Practice**

3. Ask students for the most interesting concepts they learned about sea life and write their responses on chart paper.
4. On chart paper, construct a list from the student responses on the characteristics of a good presentation. Add a few pointers they may have missed, if necessary, and give some encouragement.
5. Ask if there are any questions and then ask for volunteers. If there are none, pick someone to go first.
6. Once a student has completed the presentation, encourage students to ask questions of him/her. The teacher will gauge these questions and assist where necessary.

#### **Closure**

7. Once all students have presented, ask, “What did we learn about presentations?” “Did we observe the fine qualities of a presentation?” “What were some of the positive things we saw some people do?”

#### **Evaluation**

8. Students are evaluated on how well they articulate, communicate, and present their material. They must include all necessary information from the guidelines that were given to them during their research. Students will also present a creative project, and performance will be based on their resourcefulness and individuality.



## Under The Sea – Quiz/Game

These are examples of questions that can be used on a quiz (or several quizzes), for review, or for a learning game in the classroom. Questions can be modified as the teacher sees fit, depending on how in depth certain areas were covered.

1. What is a mammal? (There are five characteristics of a mammal.)
2. What is the name for an animal that eats only meat? Only plants? Both?
3. What is a crustacean? Name three examples.
4. What are the tiny shrimp that seals and whales eat called?
5. What scientist studies animals? What scientist studies marine animals and marine life?
6. What substance are shark fins and the baleen of the baleen whale made out of?
7. What animal's offspring is called a "pup"? What sea animal offspring is called a "calf"? (There is more than one correct answer for each question.)
8. What male sea animal is known for carrying eggs?
9. Which two animals have blowholes?
10. What is a swim bladder?
11. What is the full definition of "habitat"?
12. What do some marine mammals use for their sense of touch?
13. Name five different kinds of sharks.
14. What do dolphins use to locate sounds?
15. Name five different species of whales.
16. Name two predators of seals.
17. What do seals prey on?
18. Name the four oceans of the world.



19. What is kelp?
20. What do polar bears prey on?
21. What is another name for a killer whale?
22. Name four sea animals that live in the Arctic region.
23. What marine mammal goes to the Gulf of Mexico in the fall/winter and swims back up to the Arctic Ocean in the spring?



## SEA LIFE WORD STUDY

Below is a sample list of relevant and important vocabulary words. Students are encouraged to research and discover new words on their own.

1. Arctic
2. backbone
3. baleen
4. blowhole
5. camouflage
6. carnivore
7. cartilage
8. crustacean
9. dolphin
10. echolocation
11. environment
12. evolution
13. fish
14. flippers
15. gills
16. habitat
17. herbivore
18. invertebrate
19. kelp
20. krill
21. mammal
22. marine biologist
23. migration
24. omnivore
25. parasite
26. penguin
27. polar bear
28. predator
29. prey
30. reproduction
31. scavenger
32. seal
33. shark
34. species
35. vertebrate
36. whale



## RESOURCES

- Brimmer, Larry Dane. Polar Mammals. Children's Press, New York. 1996.
- Brown, Andrew. Amazing Sea Creatures. Crabtree Publishing Company, New York. 1997.
- Butterfield, Moira. Looking At Animals in the Oceans. Raintree Steck-Vaughn Publishers, Austin, Texas. 2000.
- Chinery, Michael. Questions and Answers About Polar Mammals. Scholastic Inc., New York. 1998.
- Kalman, Bobbie. Arctic Animals. Crabtree Publishing Company, New York. 1988, 1993.
- Kalman, Bobbie. What Is A Marine Mammal? Crabtree Publishing Company, New York. 2000.
- Oldershaw, Callie. Oceans. Troll Associates, U.S.A. 1994.
- Scrace, Carolyn. Lifecycles--The Journey of A Whale. Franklin Watts, New York. 1999.
- Short, Joan and Bird, Bettina. Whales. Mondo Publishing, U.S.A. 1997.

[www.seaworld.org](http://www.seaworld.org)  
[www.tmmc.org](http://www.tmmc.org)  
[www.sharkattack.com/shark\\_facts](http://www.sharkattack.com/shark_facts)  
[www.EnchantedLearning.com](http://www.EnchantedLearning.com)

\*This program is not limited to these resources. Students can and have used other resources to make their research complete. Again, the teacher can bring whatever texts are available and appropriate for his/her students.