

# Under the Sea

*Written by Jenny Feely*

**Level 19**

## Getting ready for reading

Talk about any experiences students have had at the sea. *What was it like? What animals did you see there? What was the water like? Could you drink it? Could you breathe in the water? Are there any living things in the sea? What are they like? How do they live there?*

These questions could be written on the board with the students' answers included for reference later in the lesson.

## Talking through the book

Give each student a copy of the book. Ask: *What type of book do you think this is? Fiction or factual? Why do you think this?* Turn to the contents page and check that the students can read words such as 'sea anemones' and 'crustaceans'. Ask the students to keep in mind the questions listed earlier as they read the book.

## Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the students to support their answers with evidence from the book as they discuss these questions.

*What plants live in the seas and oceans?*

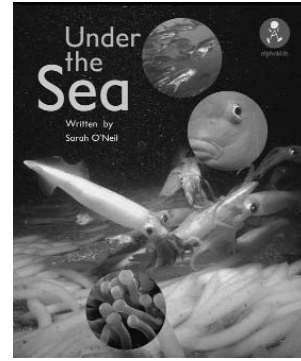
*How are these the same as plants that live on the land?*

*How are they different?*

*What animals live in the seas and oceans?*

*How do they survive?*

*What might happen if the seas and oceans dried up?*



## TEXT FEATURES

- **This book is an information report about the range of things that lives in the sea.**
- **Colour photographs extend and enhance the text.**
- **Captions provide specific information about the photographs.**
- **The text features a list of contents and an index.**
- **Headings are used to introduce each new subject.**

### ***Being a code breaker***

Students may like to explore the letters used to represent the /sh/ sound in the book: *ocean, fish, shark, shoals, shrimp, crustaceans.*

### ***Being a text user***

Refer to the questions posed prior to reading the book. Discuss:

*Which of our questions did this book answer?*

*What are these answers?*

*Did the book provide enough information for each question?*

*What other information do we still need?*

*Where might we find it?*

### ***Being a text critic***

Discuss:

*Should we believe that the information in the book is accurate?*

*How could we check?*

*Why should we do this?*

## **Literacy learning centres – follow-up activities**

### **WRITING CENTRE**

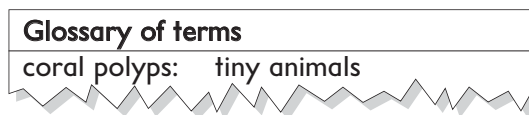
Students could do further research to write a report about life in the oceans. Some useful Alphakids books to support this are: *Sleeping Animals* (level 6), *Animal Skeletons* (level 8), *My Shells* (level 16), *Sea Stars* (level 17), *Amazing Journeys* (level 22) and *Living Together* (level 23).

### **T** **TEXT CENTRE 1**

Students could make a simple food web showing the relationships between living things in the sea.

### **T** **TEXT CENTRE 2**

Students can use information in the book to make a glossary of terms.



### **INTERACTIVE LITERACY CENTRE**

Students could work in cooperative groups to make a mural that shows life under the water. This could be done on a window, using blue cellophane for the water and coloured paper for living things. They could use labels and captions to explain how they survive.

### **WORD CENTRE**

Students could explore the consonant blend /sh/ by building a list of words that start with this letter pattern.



### **Keeping track**

Reflecting on students' responses to text-user questions can provide teachers with an insight into the development of a positive attitude to reading.

Are the students able to identify what is in the book for them?

Does the book provide them with the information they are looking for?