Under the Sea: A Kindergarten Science Unit About Ocean Life

Christina Brewer
TSL 518
Summer 2013
Introduction
Title: Under the Sea – A science unit about ocean life

Grade level: Kindergarten

Target group: Mainstream class with integrated ELLs

Source of written materials:

Feldman, D. J. (2000). The color farm. In Sing to learn with Dr. Jean.


Source of lessons:


Overarching learning goal:

I want my students to know:

1. That the ocean is vast and many different kinds of creature live within it.
2. That fish come in many different colors and they are all unique.
3. How to gather data for a research project.
4. How to write using appropriate letter-sound correspondence.

*Italicized text in this unit indicates modifications made to the original lessons to make adaptations for ELLs.
Lesson 1
Title: Under the Sea – A science unit about ocean life

Grade level: Kindergarten

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Source of written materials:


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Overarching learning goal:

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2. That fish come in many different colors and they are all unique.
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4. How to write using appropriate letter-sound correspondence.

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**Under the Sea: Lesson One**

<table>
<thead>
<tr>
<th><strong>Content Objectives</strong></th>
<th><strong>Language Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students will name and describe different types of ocean animals.</td>
<td>1a. As a whole group, the students will listen to a video clip and a book read aloud by the teacher about ocean animals.</td>
</tr>
<tr>
<td>2. The students will display descriptive writing skills by creating a class book about ocean animals.</td>
<td>1b. As a class, the students will orally name and describe ocean animals.</td>
</tr>
<tr>
<td>2. Individually, students will write and draw one page of a class book about ocean animals.</td>
<td>2. Individually, students will write and draw one page of a class book about ocean animals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Domain/Topic</strong></th>
<th><strong>Level 5</strong></th>
<th><strong>Level 4</strong></th>
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<tbody>
<tr>
<td>Speaking: Name and describe fish</td>
<td>In small groups, name and describe ocean fish using complete sentences.</td>
<td>In small groups, name and describe ocean fish using mostly complete sentences.</td>
<td>In small groups, name and describe ocean fish by repeating the first part of a sentence modeled by the teacher, then completing the sentence using own describing words.</td>
<td>In pairs, name and describe ocean fish by pointing to a fish and saying one or two describing words.</td>
<td>Repeat sentence modeled by the teacher about ocean fish.</td>
</tr>
<tr>
<td>Writing: Describe ocean animals and their habitat</td>
<td>Independently, fill in the blanks of the writing prompt using appropriate letter-sound correspondence.</td>
<td>Independently, fill in the blanks of the writing prompt using a word bank written on the board.</td>
<td>In pairs, fill in the blanks of the writing prompt using a word bank written on the board.</td>
<td>In pairs, fill in the blank spaces for one sentence of the writing prompt using a word bank written on the board.</td>
<td>Independently, select one set of pictures and write the words to complete the writing prompt.</td>
</tr>
</tbody>
</table>
### Functional Language Chart:

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Word/Phrase</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and describe</td>
<td>Ocean fish</td>
<td>This is a (1)______________ fish, and it is (2)______________.</td>
<td>1. Rosy-lipped Batfish, shark, Parrot Fish, Marbled Stargazer Fish, Puffer Fish, Wolfish, Goldfish, Clownfish</td>
<td>1. Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Big, small, scary, weird, fast, slow, blue, red, yellow, orange</td>
<td>2. Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Word order</td>
</tr>
<tr>
<td>Write and draw to complete</td>
<td>Ocean animals</td>
<td>“If I were an ocean animal in the deep blue sea, I would be a (1)______________ with (2)<strong><strong><strong><strong><strong><strong><strong>. I would swim (3)</strong></strong></strong></strong></strong></strong></strong>.”</td>
<td>1. Fish, turtle, dolphin, shark, whale, octopus, starfish, crab, lobster, seal, seahorse</td>
<td>1. Nouns</td>
</tr>
<tr>
<td>writing prompt</td>
<td></td>
<td></td>
<td>2. Big fins, sharp teeth, big tail, colorful shell, big eyes, small tail</td>
<td>2. Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Fast, slowly, in the ocean, with my friends, for a long time, across the ocean</td>
<td></td>
</tr>
</tbody>
</table>
Lesson One: Naming Ocean Animals

Duration: 40 minutes

Common Core State Standards

ELA
RI.K.7  W.K.1  SL.K.1  L.K.1
RI.K.10  W.K.2  SL.K.5
RF.K.1
RF.K.4

Objectives

See lesson one content and language objectives on previous page.

Materials

1. Ocean Flash Cards (Lesson One Supplemental Materials p. 8-12)
2. If I Were an Animal in The Deep Blue Sea Writing Prompt (Lesson One Supplemental Materials p. 13-19)
3. Assessment: Lesson One Checklist (Lesson One Supplemental Materials p. 20)

Procedures

Introduction:

1. Introduce the lesson by naming and showing pictures of ocean animals with the “Ocean Flash Cards.” Students will repeat the name of the ocean animal out loud.
2. Hang the flash cards on a wall in the classroom to reference throughout the unit.

Body:

4. Before reading Creepy Sea Creatures, ask the students predict what the story will be about. Ask them questions to activate prior knowledge such as, “Have you seen a fish in the ocean? What did that fish look like? Have you ever swam in the ocean?”
5. Read aloud pages 1-3 of Scholastic Weekly Reader Creepy Sea Creatures! Display on Smartboard or other projector if possible, by going to http://letsfindout.scholastic.com/issues/05_03_13/book.
6. After reading, orally ask big questions, such as: What do you notice about the ocean animals from the reader? What do you notice about where the ocean animals live? What are some similarities between two fish in the reader? Be sure to pause for “wonderments,” give plenty of wait time, and provide backchannels, such as “good,” “uh-huh,” “okay,” etc.
7. Provide a short oral activity (See Functional Language Chart below) that requires students to name and describe ocean fish from the video and reader.

Group Students for this activity according to the Performance Indicator Chart below.
8. Next, tell the students that we are going to make a class book about the kinds of ocean animals we would want to be. Students will create their own page of the book by completing the “If I Were an Animal in The Deep Blue Sea” Writing Prompt and drawing a corresponding picture.

9. Draw a version of the “If I Were an Animal in The Deep Blue Sea” Writing Prompt on the board to model the activity for the students. Then, fill out the writing prompt with the students and draw a corresponding picture to demonstrate the expectations for the assignment. Model the process of completing the writing prompt by saying something like, “I need to put my thinking cap on now. Hmm… what kind of ocean animal would I want to be? I think I would like to be a turtle. So I will write turtle on the blank [point to blank].” The teacher can also ask the students to help spell the words used in the example writing prompt. The teacher might say, “Who can help me spell turtle?” Call on students to model “sounding out the word” or provide the beginning sound of the word.

10. Next, group the students according to the Performance Indicator Chart below and give specific directions for the assignment to each group. (Directions for each level are located in the Performance Indicator Chart). For example, to a level 2 group, the teacher might say, “You and your partner will use the word bank on the board [point to the words and read them aloud once] to complete the sentence. If you cannot remember a word, then look at the ocean word wall to find the word you need. When you are finished, draw a picture about the ocean animal you chose.”
Closure:

11. Turn and Talk: In pairs, students will take turns telling each other what their favorite kind of ocean animal is. (Allow students to talk in native language to help them feel more comfortable participating).

Assessment

Teacher will observe the students during the lesson and assess the students using a checklist. (See Lesson One Materials for checklist).

Lesson Rationale

I chose to modify this lesson by creating background knowledge, incorporating opportunities for interaction, and using visuals as much as possible. I included flash cards as a way to help contextualize the ocean vocabulary used in this lesson. Providing vocabulary for ELLs at the beginning of the lesson gives them the background knowledge and language they need to be successful at completing the lesson.

Furthermore, I think that it is important to give students the opportunity to produce output and negotiate meaning with one another, which prompted me to add more oral activities both in large and small group settings. For example, in step 6, I added big questions to orally review with the class, and I also added a Turn and Talk activity in step 10 to provide another opportunity for interaction. Lastly, I added more teacher modeling for the writing activity in steps 7 though 9. Academic writing, even at a kindergarten grade level, is a cognitively demanding and decontextualized activity. When the teacher provides visual examples, such as modeling the process of completing the writing prompt, it results in improved student outcomes, and gives ELLs the most opportunity for academic success.
Lesson One
Supplemental Materials
Ocean Flash Cards

- dolphin
- seal
- manatee
Ocean Flash Cards

seastar

sword fish

fish
Ocean Flash Cards

seahorse

octopus

stingray

©www.HaveFunTeaching.com
crab

oyster

eel
If I were an animal in the deep blue sea...

By: _____________________

Fromourclassroom2yours.blogspot.com

*Cover page for the If I Were an Animal in The Deep Blue Sea Writing Prompt. Use this to make a class book out of the completed writing prompt pages (optional).
If I were an ocean animal in the deep blue sea, I would be a(n) __________________________.

with ________________________________.

I would swim __________________________.
* If I Were an Animal in The Deep Blue Sea Word Bank for Levels Three and Four (Teacher should display these on the board for students to copy)

**Ocean Animals Word Bank**

Line 1: Fish, turtle, dolphin, shark, whale, octopus, starfish, crab, lobster, seal, seahorse

Line 2: Big fins, sharp teeth, big tail, colorful shell, big eyes, small tail

Line 3: Fast, slowly, in the ocean, with my friends, for a long time, across the ocean
If I were an ocean animal in the deep blue sea, I would be an ____________________________

with______________________________.
Ocean Animals Word Bank

Line 1: Fish, turtle, dolphin, shark, whale, octopus, starfish, crab, lobster, seal, seahorse

Line 2: Big fins, sharp teeth, big tail, colorful shell, big eyes, small tail, many legs
If I were an ocean animal in the deep blue sea, I would be a ________________ with ___________________.

Modified worksheet from: Fromourclassroom2yours.blogspot.com
### Picture and Word bank for Level 1

Select one set of pictures to complete the prompt.

**1. fish**  
- ![Fish](image1)

**2. Big fins**  
- ![Large Fins](image2)

**1. Shark**  
- ![Shark](image3)

**2. Sharp teeth**  
- ![Shark Teeth](image4)

**1. Octopus**  
- ![Octopus](image5)

**2. Many legs**  
- ![Octopus Legs](image6)
Lesson One Checklist

1. _______ Participate in oral activates by orally naming and describing ocean fish.

2. _______ Complete writing assignment by filling in or tracing all blanks on the “If I Were an Animal in The Deep Blue Sea” Writing Prompt.

3. _______ Draw a picture to correctly illustrate what the student chose to write about in the “If I Were an Animal in The Deep Blue Sea” Writing Prompt
Are these monsters? No! They are fish. Some really strange creatures live in the sea!
This fish moves in a strange way.
Most fish use their fins to swim. The fins on this fish look like legs. It uses its fins to walk.

This fish eats in a strange way.
It swims with its mouth open. It eats tiny shrimp that get caught in the sides of its mouth.

This fish sleeps in a strange way.
All fish sleep with their eyes open! But this fish also makes a sac of goop and sleeps inside it.

This fish hides in a strange way.
It burrows into the sand. Its eyes and mouth are on top of its head! Do you see the fish?

This fish scares away predators in a strange way.
1. It sees a shark. It starts to swallow water.
2. It gets bigger. Spikes pop out.
3. It swallows more water. Now, it looks too big and prickly to eat!
## Under the Sea: Lesson Two

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students will identify and name the colors of ocean fish.</td>
<td>1. In small groups the students will orally identify and name the colors of ocean fish.</td>
</tr>
<tr>
<td>2. The students will be able to sort, graph, and demonstrate one-to-one correspondence with colored Goldfish Crackers.</td>
<td>2a. Individually, students will read color words and graph the Goldfish Crackers accordingly.</td>
</tr>
<tr>
<td>2b. In pairs, students will orally answer more than, less than questions about the Goldfish Crackers.</td>
<td>2b. In pairs, students will orally answer more than, less than questions about the Goldfish Crackers.</td>
</tr>
</tbody>
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<td>Speaking: Identify and name colors of fish.</td>
<td>In small groups, identify and name ocean fish using complete sentences.</td>
<td>In small groups, identify and name ocean fish using mostly complete sentences.</td>
<td>In small groups, identify and name ocean fish by repeating the first part of a sentence modeled by the teacher, then completing the sentence using two color words.</td>
<td>In pairs, identify and name ocean fish by repeating the first part of a sentence modeled by the teacher, then completing the sentence using one color word.</td>
<td>Individually, identify and name ocean fish by repeating a sentence modeled by the teacher.</td>
</tr>
<tr>
<td>Speaking and Listening: Answer questions about the Goldfish sort and graph activity</td>
<td>In pairs, ask and answer four questions about the Goldfish sort and graph.</td>
<td>In pairs, ask and answer three questions about the Goldfish sort and graph.</td>
<td>In pairs, ask and answer two questions about the Goldfish sort and graph.</td>
<td>In pairs, ask and answer one question about the Goldfish sort and graph.</td>
<td>In pairs, ask and answer one question about the Goldfish sort and graph modeled by the teacher.</td>
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### Functional Language Chart:

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<tbody>
<tr>
<td>Name and describe</td>
<td>Ocean fish</td>
<td>1. That fish is (1)_______________.</td>
<td>1. Red, blue, yellow, green, orange, purple, pink, brown, black, gray, white, gold, silver.</td>
<td>1. Adjectives 2. Word Order</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. That fish is (1)______________ and (2)_______________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>questions</td>
<td>activity</td>
<td>A: I have (2)______________ (1)______________ goldfish.</td>
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<tr>
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<td>2. Q: How many (1)______________ and (1)______________ goldfish do you have?</td>
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<tr>
<td></td>
<td></td>
<td>A: I have (2)______________ (1)______________ and (1)______________ goldfish.</td>
<td></td>
<td></td>
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<td></td>
<td>3. Q: Do you have more (1)______________ or (1)______________ goldfish?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A: I have more (1)______________ than (1)______________ goldfish.</td>
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<td>4. Q: How many goldfish do you have all together?</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>A: I have (2)______________ goldfish all together.</td>
<td></td>
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</tr>
</tbody>
</table>
Lesson Two: Colorful Fish

Duration: 60 Minutes - 30 minutes for English Language Arts and 30 minutes for Mathematics

Common Core State Standards

<table>
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<tr>
<th>ELA</th>
<th>Math</th>
</tr>
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<tbody>
<tr>
<td>RI.K.1</td>
<td>SL.K.1</td>
</tr>
<tr>
<td>L.K.1</td>
<td></td>
</tr>
<tr>
<td>RI.K.8</td>
<td>SL.K.2</td>
</tr>
<tr>
<td>L.K.2</td>
<td>K.CC.A.3</td>
</tr>
<tr>
<td>RI.K.10</td>
<td>SL.K.6</td>
</tr>
<tr>
<td>K.CC.A.4</td>
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<tr>
<td>K.CC.A.5</td>
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<tr>
<td>K.CC.A.6</td>
<td></td>
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<tr>
<td>K.CC.A.7</td>
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</tbody>
</table>

Objectives

See lesson two content and language objectives on previous page.

Materials

1. Ocean Flash Cards from previous lesson (Lesson One Supplemental Materials p. 8-12)
2. Color word song lyrics by Dr. Jean (Lesson Two Supplemental Materials p. 9)
3. In the Deep Blue Sea book
5. Fish Bowl Sorting Worksheet (Lesson Two Supplemental Materials p.16)
6. Goldfish Graph (Lesson Two Supplemental Materials p. 17)
7. Colored Goldfish Crackers

* This lesson was created for the second half of the kindergarten school year. Before teaching this lesson students need to know how to sort and graph and be able to display knowledge of one-to-one correspondence independently.

Procedures

**Introduction:**

1. Briefly review Ocean Flash Cards vocabulary (now hanging on the wall) with the students. Read the words aloud and ask students to repeat the words one at a time.
2. Introduce the lesson by singing a color song to the tune of “Bingo” written by Dr. Jean. (Lyrics are located in Lesson Two Supplemental Materials). Write the color words on the board, and point to each letter of the word while singing the song. After the song, ask students to identify the colors in the song by pointing to an object in the room that is that color. For example, the teacher will say, “Who can find something that is blue?” The students may respond by pointing to and saying the name of an object in the classroom.
3. Tell the students that we are going to read a book about colorful fish in the ocean. Activate prior knowledge by asking the students to think of a time they have seen a colorful fish and to tell their neighbor what color that fish was. If a student says that they have never seen a fish before, tell them to think about what color fish they want to see in the story. Allow students to share their response with the person next to them.
4. Before reading, orally ask big questions, such as: What do you think this book is about? Do you think the kids on the cover are friends? Why? Where do you think the children are going to go in the story? Be sure to pause for “wonderments,” give plenty of wait time, and provide backchannels, such as “good,” “uh-huh,” “okay,” etc.

5. Read In the Big Blue Sea. The questions in brackets located in The Deep Blue Sea Teacher’s Edition will be used for the next step, Thumbs Up, Thumbs Down.

6. Use Thumbs Up, Thumbs Down strategy to quickly check comprehension. Thumbs up means yes and thumbs down means no. Remind the students to keep their thumb by their heart so that no one but the teacher can see their response. Ask the following comprehension questions: Was this story about farm animals? (no) The main idea of the story is: There are many different colored fishes in the sea. (yes) Did the kids go swimming in the story? (yes) Did the kids catch any fish with a fishing pole? (no) There was only one color and kind of fish in the story. (no)

7. Provide a short oral activity (See Functional Language Chart below) that requires students to identify and name the color of ocean fish from the book. Group Students for this activity according to the Performance Indicator Chart below. Since the teacher needs to assist proficiency levels three through one, the teacher should spend a few minutes with each group, and keep going around to the groups until the activity is complete.

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
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<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and describe</td>
<td>Ocean fish</td>
<td>1. That fish is (1)<strong><strong><strong><strong><strong><strong><strong><strong><strong>. 2. That fish is (1)</strong></strong></strong></strong></strong></strong></strong></strong></strong> and (2)__________________.</td>
<td>1. Red, blue, yellow, green, orange, purple, pink, brown, black, gray, white, gold, silver. 2. Red, blue, yellow, green, orange, purple, pink, brown, black, gray, white, gold, silver.</td>
<td>1. Adjectives 2. Word Order</td>
</tr>
</tbody>
</table>

### Functional Language Chart for Step 7

<table>
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<tr>
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<tbody>
<tr>
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<td>In small groups, identify and name ocean fish using complete sentences.</td>
<td>In small groups, identify and name ocean fish using mostly complete sentences.</td>
<td>In small groups, identify and name ocean fish by repeating the first part of a sentence modeled by the teacher, then completing the sentence using two color words.</td>
<td>In pairs, identify and name ocean fish by repeating the first part of a sentence modeled by the teacher, then completing the sentence using one color word.</td>
<td>Individually, identify and name ocean fish by repeating a sentence modeled by the teacher.</td>
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</tbody>
</table>

### Performance Indicator Chart for Step 7
8. Next, tell the students that they are going to practice their math skills by sorting, graphing, and counting colored goldfish.

9. Individually, students will color the Fish Bowl Sorting Worksheet according to the label on each fish bowl. The teacher should walk around the classroom to assist any students who are struggling to read the color words by helping them decode or by pointing to an object in the room that is one of colors they need help reading.

10. Once the students have colored the Fish Bowl Sorting Worksheet, give each student about twenty Colored Goldfish Crackers. Allow students to sort their crackers using the Fish Bowl Sorting Worksheet. When the students have finished, they should have all the Colored Goldfish Crackers sorted on the Fish Bowl Sorting Worksheet so that they can easily see how much of each color they have.

11. Next, students will graph the number of Colored Goldfish Crackers they have on the Goldfish Graph using the Fish Bowl Sorting Worksheet as a reference. The teacher should walk around the classroom to monitor student progress. If a student is struggling with the assignment, the teacher might say, “Let's count all the orange ones together! [Count with the student] How many do you have? [The student will give an answer] Great, now you need to color (x number) boxes on your graph orange since we counted (x number) orange Goldfish. Let's find the word orange on our graph. Can you see it? What letter does orange start with? [Allow plenty of time for the student to answer] Great, now let's color [x number] boxes orange here [point to where the student just found the color word orange]. Great job!”

12. Once the students have finished the graphing activity, they will participate in an activity called Inside, Outside Circle (Vogt & Echevarria, 2008). The teacher will pair students according to their proficiency level (See Performance Indicator Chart below). Each student of the pair will randomly be assigned a number, one or two. All the “ones” will sit on the inside of the circle, and all the “twos” will create the outside circle by sitting facing the “ones” and thus their assigned partner. The students need to bring their completed Goldfish Graph to the circle with them.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Speaking: Answer questions about the Goldfish sort and graph activity</td>
<td>In pairs, ask and answer four questions about the Goldfish sort and graph.</td>
<td>In pairs, ask and answer three questions about the Goldfish sort and graph.</td>
<td>In pairs, ask and answer two questions about Goldfish sort and graph.</td>
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<td>In pairs, ask and answer one question about the Goldfish sort and graph modeled by the teacher.</td>
</tr>
</tbody>
</table>

Functional Language Chart for Steps 12-14
13. The students will take turns asking each other questions about their graph (see Functional Language Chart above). Before the students begin, the teacher will model how to ask and answer questions (Be sure to pause often and speak clearly). For example, the teacher might say, “Okay, class, if your job is to ask questions, raise your hand. [students will raise hands] Your group will say, ‘How many yellow Goldfish do you have?’ or ‘How many red and yellow Goldfish do you have?’ or ‘Do you have more green or more red?’ or ‘How many Goldfish do you have all together?’ And if your job is to answer the questions, then raise your hand. [Students will raise hands] Your group will say, ‘I have ten yellow Goldfish.’ or ‘I have three red and ten yellow Goldfish.’ or ‘I have more green than red Goldfish.’ or ‘No, I do not have more green than red Goldfish.’ or ‘I have twenty Goldfish all together.’” It is also a good idea to ask the class to repeat those questions and answers after the example to help them prepare for the activity.

14. Ask one pair of students to model how to ask and answer questions for the rest of class to see. Now, allow the class to try the activity with their assigned partner. The Performance Indicator Chart above explains the expectations for every proficiency level for this activity.

<table>
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</thead>
</table>
|          | Goldfish sort and graph activity | 1. Q: How many (1) ________________ goldfish do you have?  
A: I have (2) ________________ (1) ________________ goldfish. | 1. Red, yellow, green, orange, purple  
2. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five | 1. Quantifiers  
2. Interrogative sentences  
3. Word Order |
|          |          | 2. Q: How many (1) ________________ and (1) ________________ goldfish do you have?  
A: I have (2) ________________ and (1) ________________ goldfish. |          |          |
|          |          | 3. Q: Do you have more (1) ________________ or (1) ________________ goldfish?  
A: I have more (1) ________________ than (1) ________________ goldfish. |          |          |
|          |          | 4. Q: How many goldfish do you have all together?  
A: I have (2) ________________ goldfish all together. |          |          |
Closure

15. Finish the lesson by singing the Color Song again. Ask for one volunteer (or the student helper for the week) to use a pointer to point to the letters of the color words on the board while the class sings the color song.

Assessment

The Teacher will informally observe the students throughout the lesson and collect the Fish Bowl Sorting Worksheet and Goldfish Graph to check that it was completed correctly.

Lesson Rationale

I modified this lesson so that it requires a lot of interactive work between the students. The concepts taught in this lesson, such as identifying color words, and sorting and graphing objects, are simple and could be used as a review depending on the time of year it is taught. However, I wanted to delve deeper into these concepts and create opportunities for the students to create language output specific to the lesson objectives. For instance, the students are not only required to demonstrate an understanding of one-to-one correspondence by completing worksheets, but also they are required to discuss their understanding of the math concepts in this lesson with their peers. I am always looking for opportunities for students to create output, which is why I added the color song to teach the students how to spell color words. I have used this song in my classroom for two years and it truly helps the students to remember how to spell their color words. With practice, the students become so familiar with the song that if they cannot remember how to spell the word, I can hum the tune of the color song and it helps them remember the letters that comprise the word.
Lesson Two
Supplemental Materials
The Color Farm
(Tune: “BINGO”)

There was a farmer had a cat  
And Black was her name-o  
B-L-A-C-K  
B-L-A-C-K  
B-L-A-C-K  
And Black was her name-o.

Dog – BROWN
Cow – PURPLE
Horse – GREEN
Duck – ORANGE
Bird – BLUE
Chick – YELLOW
Pig – RED

Activities: Let the children make their own stick puppets to go along with the song. Make additional verses for other color words: donkey – gray; flamingo – pink; sheep – white; goat – tan, etc.
Whole Group

Day 2

Read the Big Book

Essential Question

- Remind children of the Big Idea by restating it: It's fun to explore! Discuss the statement with children.

- Then read aloud the Essential Question: How does knowing why the author wrote a selection help me? Have children think about the Essential Question as they listen to the selection.

Set Purpose

- Display the Big Book. Read aloud the title, and the author's and photographer's names.

- Discuss the photo on the cover. Where are the children? Why do you think they are holding masks? Explain that the children are going to swim underwater to see fish.

- Model setting a reading purpose.

Think About: I know that this book is about fish. I will read to find out what kinds of fish the children see under the water.

Reading the Big Book

Interactive

As children become familiar with the text pattern, pause and have them chime in with the color of the fish on each page.

Supported

Read each page with children. Use the Develop Comprehension questions to enhance children's understanding of the text.

T188 • Unit 4 Lesson 18
Develop Comprehension

1. Identify Details
   What color fish do you see in the photos? green, red, orange, and yellow

2. Concepts of Print: Letters and Words
   Read aloud pages 4-5. Point out and read the word What and ask children to name the letters in the word. The letters in this word have their own special order. Then point out and read the word would. Help children see that this word has its own letters and order.

3. Develop Oral Vocabulary:
   peered
   If you peered through a mask under the water, would your eyes be open or closed? open

Analyze/Evaluate Strategy

TEACHER MODELING Remind children that they should think about how the selection makes them feel as they read. Model the Analyze/Evaluate Strategy for children.

Think Aloud: The book asks what color fish I will see. This makes me curious about what kinds of fish I will learn about.

KEY: ✓ WORDS TO KNOW:
High-Frequency Words
Selected Words with r
Selection Vocabulary

Read the Big Book • T189
Develop Comprehension

4 Identify Main Idea
What is this selection about?
different colored fish in the sea

5 Identify Author's Purpose
What does the author tell us about
don these pages? different colored fish
Record children's responses on
Projectable 18.2b.

ELL ENGLISH LANGUAGE LEARNERS

Scaffold
Beginning Make a fish face and act
out swim. I'm a fish. I swim in the sea.
Have children repeat.
Intermediate Act out swim and dive
with your hands. Can fish swim? yes Can
fish dive? yes
Advanced Can fish walk? no Fish
can swim. Can fish run? no
Fish can dive.
Advanced High Have children name
different fish and animals that live in
the sea.
See also ELL Lesson 18, pages E22–E31.

Dive and swim,
splish. splash. splish!
Would you be a green fish?

Dive and swim,
splish. splash. splish!
Would you be a red fish?

Dive and swim,
splish. splash. splish!
Would you be a yellow fish?

Dive and swim,
splish. splash. splish!
Would you be an orange fish?
Develop Comprehension

6 Draw Conclusions
Could you find fish like these in the sea? Yes, these are real fish.

7 Compare and Contrast
Have children look at the photographs. How are the fish on these pages alike? How are they different? They swim in the sea and have fins; they are different colors.

Analyze/Evaluate Strategy

TEACHER/STUDENT MODELING
Help children apply the Analyze/Evaluate Strategy. How do these pages make you feel?

Think Aloud: I see even more different kinds of fish. I’m curious to find out if there will be more fish on the next pages.
Develop Comprehension

8 Identify Author’s Purpose
What does the author tell us about on these pages? different kinds of fish
Continue to record children’s responses on Projectable 18.2b.

9 Identify Details
What kinds of fish do we see in the photos? purple, black, blue, red, striped, dotted

ELL ENGLISH LANGUAGE LEARNERS

Scaffold
Beginning Point to something green and say green. Have children repeat. Continue with other colors.
Intermediate Have children point to things in the room and name their colors.
Advanced Who has a green object? Have children raise their hands. Continue with other colors.
Advanced High What does Norbert Wu have? a camera What does he take pictures of? shark, starfish, seals
See also ELL Lesson 18, pages E22-31.
Develop Comprehension

**Identify Author's Purpose**
Why do you think the author keeps telling us about different kinds of fish? So we can learn about different colors and kinds of fish. Continue to record children's responses on Projectable 18.2b.

**Analyze/Evaluate Strategy**

**STUDENT MODELING** Have children tell how reading the selection made them feel. Ask them to tell why they feel the way they do.

**Projectable 18.2b**

In the Big Blue Sea

The water also has plants that grow underwater.

The water also has a lot of different kinds of fish.

The author wanted us to know about plants and different kinds of fish.

**Key:** ✓ WORDS TO KNOW

- High-Frequency Words
- Selected Words with r
- Selection Vocabulary

Read the Big Book • T193
Directions: Sort your goldfish on your paper, complete your analysis, and graph your results!
**Goldfish Sort & Graph**

**Directions:** After you have sorted your fish and analyzed your data, complete the graph.

<table>
<thead>
<tr>
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<th>1</th>
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<th>7</th>
<th>8</th>
<th>9</th>
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<tr>
<td>Red</td>
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</tbody>
</table>
Lesson 3
Under the Sea: Lesson Three

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students will recall new information learned about the coral reef.</td>
<td>1a. In small groups, the students will be able to understand the definition of a coral reef, identify a picture of a coral reef, and use the new vocabulary term in a sentence by completing a Foursquare Vocabulary Worksheet.</td>
</tr>
<tr>
<td>2. The students will gather information about an unfamiliar topic and write in complete sentences about new facts.</td>
<td>1b. As a class, the students will listen to a book read by the teacher about coral reefs and orally recall new facts from the book.</td>
</tr>
<tr>
<td>2. Individually, the students will write an informative report about coral reefs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: Write a research report.</td>
<td>Individually, write at least three sentences about coral reefs and draw a corresponding picture.</td>
<td>Individually, write at least two sentences about coral reefs and draw a corresponding picture. They will also select one picture and corresponding sentence to copy out of four possible options and write that sentence on their report.</td>
<td>Individually, write at least one sentence about coral reefs and draw a corresponding picture. They will also select two pictures and corresponding sentences to copy out of four possible options, and write that sentence on their report.</td>
<td>Individually, students will select two pictures and corresponding sentences to copy out of four possible options, then write the sentences and draw their own picture.</td>
<td>In pairs, students will select one picture and corresponding sentence to copy out of four possible options and write the sentence and draw their own picture.</td>
</tr>
<tr>
<td>Writing and Reading: Foursquare Vocabulary Worksheet</td>
<td>In small groups, students will complete the blank, level five Foursquare Vocabulary Worksheet</td>
<td>In small groups, students will complete the mostly blank, level four Foursquare Vocabulary Worksheet</td>
<td>In small groups, students will fill in the missing information for the level three Foursquare Vocabulary Worksheet</td>
<td>In small groups, students will fill in the missing information for the level two Foursquare Vocabulary Worksheet</td>
<td>In small groups, students will fill in the missing information for the level one Foursquare Vocabulary Worksheet</td>
</tr>
</tbody>
</table>
**Functional Language Chart:**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Word/Phrase</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall new information and report facts</td>
<td>Coral reefs</td>
<td>1. I learned that (1)__________________.</td>
<td>1. Student responses will vary, but should include a fact learned from the book about coral reef.</td>
<td>1. Word order</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. It is interesting that coral reefs have/are/can (1)__________________.</td>
<td></td>
<td>2. Reported Speech</td>
</tr>
<tr>
<td>Write and draw vocabulary definitions</td>
<td>Coral reefs</td>
<td>1. A (1)__________________ is a reef consisting of coral that turned into limestone.</td>
<td>1. Coral</td>
<td>1. Word order</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. A (2)__________________ is (3)<strong><strong><strong><strong><strong><strong><strong><strong><strong>to many kinds of (4)</strong></strong></strong></strong></strong></strong></strong></strong></strong>.</td>
<td>2. Coral</td>
<td>2. Statements</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>3. Home</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>4. Fish</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Three: Coral Reefs

Duration: 60 minutes

Common Core State Standards

ELA

RI.K.1 W.K.8 SL.K.1 L.K.1
RI.K.10 SL.K.6

Objectives:

See lesson three content and language objectives on previous page.

Materials

1. Wrapping paper or something similar
2. Foursquare Vocabulary Worksheet (Lesson Three Supplemental Materials p. 7-12)
5. Interesting Facts Cards (Lesson Three Supplemental Materials p. 18)

*This lesson should be taught after a language arts lesson that teaches the students how to research about a topic and write about the information gathered.

Procedures

Introduction:

1. Before teaching this lesson, wrap the book “Life in the Coral Reef” in wrapping paper, tissue paper, newspaper, comics, etc.
2. Show the wrapped book to the students and ask them to guess what is inside the paper (Vogt & Echevarría, 2008). Call on students one at a time to tear a piece of the wrapping paper away. As more of the book is revealed, continue to ask students to predict what the book is going to be about. Once the students have unwrapped the book, tell the class that we are going to learn about coral reefs.
3. The teacher will give the students the definition of a coral reef using plenty of pauses, and pictures from the book. A coral reef is a reef consisting of coral that turned into limestone. It is important to show the students a picture of limestone, which can also be found in the book because many students will not be familiar with limestone.
4. In small groups, students will complete the Foursquare Vocabulary Worksheet according to the Performance Indicator Chart below.

Performance Indicator Chart for Step 4

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing and Reading: Read definition on board and write missing information in the Foursquare Vocabulary Worksheet.</td>
<td>In small groups, students will complete the blank, level five Foursquare Vocabulary Worksheet</td>
<td>In small groups, students will complete the mostly blank, level four Foursquare Vocabulary Worksheet</td>
<td>In small groups, students will fill in the missing information for the level three Foursquare Vocabulary Worksheet</td>
<td>In small groups, students will fill in the missing information for the level two Foursquare Vocabulary Worksheet</td>
<td>In small groups, students will fill in the missing information for the level one Foursquare Vocabulary Worksheet</td>
</tr>
</tbody>
</table>
Body:

5. Tell students to listen carefully as the teacher reads the story. Tell the students that at the end of the story, they will share what they have learned from the book with the class. Read the book, *Life in the Coral Reef*.

6. After reading the book, discuss interesting facts the students learned. *Call on students to share facts that they have learned from the book.* The teacher will create a word web on the board with the facts that students have recalled. The students will share their facts using the format in the Functional Language Chart below. The teacher should model how to share facts by saying something like, “When it is your turn to share, use complete sentences. Such as, ‘I learned that corals are animals.’ You could also say, ‘It is interesting that coral reefs need warm water to live.’” Now, ask for students to raise their hands and share a fact about coral reefs. Make sure that all the students have an opportunity to share at least one new fact. *Leave the word web on the board for the next step. It will help the students when it is time for them to write the report.*

### Functional Language Chart for Step 6

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Word/Phrase</th>
<th>Grammar</th>
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<tbody>
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<td>Coral reefs</td>
<td>1. <em>I learned that</em> (1)______________.</td>
<td>1. Student responses will vary, but should include a fact learned from the book about coral reef.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. <em>It is interesting that coral reefs have/are/can</em> (1)______________.</td>
<td></td>
<td>1. Word order</td>
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<td></td>
<td>2. Reported</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Speech</td>
</tr>
</tbody>
</table>

7. Next, the students will choose three facts that they recalled from the coral reef book and write a research report. *Group students according to the Performance Indicator Chart below.* Students will be expected to use appropriate letter-sound correspondence at a kindergarten grade level and use a capital letter at the beginning of the sentences and correct punctuation at the end of the sentences. *The performance Indicator Chart also explains the expectations for each grade level.*

8. *When the students are finished writing, group students in pairs.* They will take turns reading their report out loud to one another.
Closure:

9. The students will participate in a Value Line activity (Vogt & Echevarría, 2008). The teacher should print enough of the Interesting Facts Cards so there is one set of cards for every group of students. Divide the class into groups of three. Tell the students that in their groups they will read the facts printed on each of the three cards and make a line in order of most interesting fact to least interesting fact.

10. After all the groups are in a line, allow time for students to justify their order.

Assessment

The teacher will collect their research report and grade it according to the Research Report Grading Rubric located in the materials section of the lesson.

Lesson Rationale

I realize the importance of pictures when teaching new concepts to my students. For this lesson, I added more visual aides throughout the lesson. I included at least one picture in every level of the Foursquare Vocabulary activity in order to highly contextualize the abstract term and definition. I also added pictures and corresponding sentences to supplement levels four though one with the research report. With this activity, the pictures help to fill the gaps in the students’ language abilities, helping them to recall facts and meet the content and language objectives.

As I mentioned in my previous lessons, creating opportunities for student interaction and output is an important component of my lessons. I included a Value Line activity because I think that it is a great opportunity for students to interact with one another and create output. Perhaps more importantly, it promotes critical thinking and allows students the chance to grapple with concepts, justify their reasoning, and respectfully listen to each other’s opinions. A child is never too young to be taught to think critically. Teaching critical thinking skills will help improve student learning in their educational and extracurricular pursuits and ultimately help to achieve college and career readiness.
Lesson Three
Supplemental Materials
<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Sentence</td>
</tr>
</tbody>
</table>
Name: ________________________________________________

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>A reef</td>
<td></td>
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</table>

Definition

Sentence
Name: ____________________________________________

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ______ consisting of _______ that turned into ________</td>
<td><img src="image" alt="Coral Reef" /></td>
</tr>
</tbody>
</table>

Definition

Sentence

Created by C. Brewer
**Name:** ____________________________________________

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>A reef consisting of _____</td>
<td>![Reef Image]</td>
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<tr>
<td>that</td>
<td></td>
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<tr>
<td>turned into</td>
<td></td>
</tr>
</tbody>
</table>

**Definition**

A reef consisting of _____ that turned into ________ is ________ to many ________.

**Sentence**

A ________ is ________ to many ________.
<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>coral</td>
<td><img src="image1.jpg" alt="Coral" /></td>
</tr>
<tr>
<td>reef</td>
<td><img src="image2.jpg" alt="Reef" /></td>
</tr>
</tbody>
</table>

**Definition**

A reef consisting of ________ that turned into limestone

**Sentence**

A ______________ is home to many ____________________.
<table>
<thead>
<tr>
<th>coral reef</th>
<th>A reef consisting of coral turned into limestone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A coral reef is home to many fish.</td>
</tr>
</tbody>
</table>

Pictures will vary
Crabapples
created by Bobbie Kalman
For my mom, Liz Walker,
with a whole lotta love

Editor-in-Chief
Bobbie Kalman

Writing team
Bobbie Kalman
Niki Walker

Managing editor
Lynda Hale

Editors
Greg Nickles
Petrina Gentile

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  D. Holden Bailey: page 7 (top right)
  David B. Fleetham: pages 4-5, 7 (bottom right), 8, 14 (bottom left),
  15 (bottom right), 17 (bottom), 20, 24
  Jeff Foot: page 28
  Manfred Gottschalk: page 10
  Larry Lipsky: page 12 (top)
  Randy Morse: pages 7 (background), 17 (top)
  Brian Parker: pages 6 (top), 7 (top left), 15 (bottom left), 16, 26 (top)
  Tammy Peluso: page 3
  Ed Robinson: cover (background), pages 19, 26 (bottom left)
  Mike Severns: pages 14 (top), 15 (top left), 21, 25
  Tom Stack: page 30
  Denise Tackett: page 7 (center)
  Larry Tackett: pages 6 (bottom), 12 (bottom), 15 (top right)

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Oxford OX3 7AD
United Kingdom

Cataloging in Publication Data
Kalman, Bobbie
Life in the coral reef
(Crabapples)

Includes index.
This book looks at several aspects of coral reefs, including their
formation, types of reefs, the reef ecosystem, and threats to reefs.
1. Coral reef ecology - Juvenile literature. 2. Coral reefs and
QH541.5.C7K34 1996 f574.5'26367 LC 96-36374 CIP

What are corals?

A coral may look like a colorful plant, but it is actually a group, or colony, of tiny animals called polyps. Polyps are simple creatures. They do not have a brain or backbone, and they cannot move from place to place.

Polyps live close together. In some corals, the polyps are connected to one another. They can pass along food to each other and send warnings of danger throughout their colony.

There are more than 2,500 kinds of coral, but only 650 build reefs. These corals are called hard or stony corals. They may be shaped like fingers, brains, or antlers.

Corals that cannot build reefs are soft corals. Some have a branching shape and look like trees or bushes. Others resemble flowers, nets, or fans.
Coral reefs are found in the shallow parts of warm oceans and seas. Hard corals cannot live in fresh water. Reefs form only if:

- the water temperature is between 73°F and 77°F (23°C and 25°C); corals live in temperatures above or below these, but they do not grow quickly enough to form a reef
- there is enough sunlight for the zooxanthellae to survive
- the water carries enough food and oxygen past the coral polyps
Thousands of sea animals live in coral reefs.

Some animals hide inside coral reefs.

Corals are animals called polyps.

Some corals are soft and some corals are hard.

<table>
<thead>
<tr>
<th>Complete</th>
<th>Hard Coral Polyp</th>
<th>Soft Coral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tentacles</td>
<td>Hard Coral Polyp</td>
<td>Hard Coral</td>
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<td>Mouth</td>
<td>Polyp Cross Section</td>
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<td>Throat</td>
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<tr>
<td>Stomach</td>
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<tr>
<td>Hard Base</td>
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<tr>
<td>Fact 1:</td>
<td>Corals are a group of tiny animals.</td>
<td></td>
</tr>
<tr>
<td>Fact 2:</td>
<td>There are more than 25,000 kinds of coral.</td>
<td></td>
</tr>
<tr>
<td>Fact 3:</td>
<td>Corals need warm water to live.</td>
<td></td>
</tr>
</tbody>
</table>
## Research Report Grading Rubric

<table>
<thead>
<tr>
<th>Written Criteria</th>
<th>Accuracy:</th>
<th>Score</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All sentences relate to topic</td>
<td>3</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>Some sentences relate to topic</td>
<td>2</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>Few sentences relate to topic</td>
<td>1</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>Response does not relate to prompt</td>
<td>0</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>Writes at least three complete sentence</td>
<td>3</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>Writes one or two complete sentences</td>
<td>2</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>Writes no complete sentences</td>
<td>1</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
<td>0</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>All sentences begin with a capital letter and end with correct punctuation</td>
<td>3</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>Some sentences begin with a capital letter and end with correct punctuation</td>
<td>2</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>No sentences begin with a capital letter and end with correct punctuation</td>
<td>1</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
<td>0</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>Uses adequate letter-sound correspondence; writes some recognizable words; some are misspelled</td>
<td>3</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>Uses some letter-sound correspondence; writes few recognizable words; most are misspelled</td>
<td>2</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>Uses little letter-sound correspondence; does not write all the sounds to complete a word (ex. Just beginning, middle or ending sound)</td>
<td>1</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
<td>0</td>
<td>0/3</td>
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Total: /12
Checklists
# Under the Sea

## Grammar and Functions Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives</td>
<td>1, 2</td>
</tr>
<tr>
<td>Interrogative sentences</td>
<td>2</td>
</tr>
<tr>
<td>Nouns</td>
<td>1</td>
</tr>
<tr>
<td>Quantifiers</td>
<td>2</td>
</tr>
<tr>
<td>Reported speech</td>
<td>3</td>
</tr>
<tr>
<td>Word order</td>
<td>1, 2, 3</td>
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</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
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<tbody>
<tr>
<td>Ask and answer questions</td>
<td>2</td>
</tr>
<tr>
<td>Name and describe</td>
<td>1, 2</td>
</tr>
<tr>
<td>Recall new information and report facts</td>
<td>3</td>
</tr>
<tr>
<td>Write and draw vocabulary definitions</td>
<td>3</td>
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<tr>
<td>Write and draw writing prompt</td>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Lesson</th>
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</thead>
<tbody>
<tr>
<td>Color words</td>
<td>2</td>
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<tr>
<td>Coral Reef</td>
<td>3</td>
</tr>
<tr>
<td>Number words</td>
<td>2</td>
</tr>
<tr>
<td>Ocean words (whale, shark, lobster, dolphin, seal, manatee, sea star, sword fish, fish, seahorse, octopus, stingray, crab, oyster, eel)</td>
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# Sheltered ELL Strategies Checklist

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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<tbody>
<tr>
<td><strong>I. Contextualize Lesson</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.A. Build and Activate Background Knowledge</td>
<td>p. 4, step 4</td>
<td>p. 3, step 1, 3</td>
<td>p. 3, step 1-2</td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>p. 4, step 1-2</td>
<td>p. 3, step 1</td>
<td>p. 3, step 3-4</td>
</tr>
<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>p.4, step 3</td>
<td>p. 3, step 1-2; p. 4 step 9-11; p.7, step 15</td>
<td>p. 3, step 3-4; p. 4, step 7-8</td>
</tr>
<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td>p. 5, step 9</td>
<td>p. 6, step 13-14</td>
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<tr>
<td>I.E. Create Opportunities To Negotiate Meaning</td>
<td>p. 5, step 7, 11</td>
<td>p. 4, step 4, 7; p. 5-6, steps 12-14,</td>
<td>p. 4, step 6; p. 5, step 9-10</td>
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<tr>
<td><strong>II. Make Text Comprehensible</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>p. 5, step 8-10</td>
<td>p. 5, step 8-12</td>
<td>p. 3, step 3-4</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td></td>
<td></td>
<td>p. 5, step 9-10 Fact Cards</td>
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<tr>
<td>II.C. Amplify Number of Activities per Text</td>
<td>p. 4, step 1-2, 4, 6-7; p. 5, step 10; p. 6, step 11</td>
<td>p.3, steps 1-2; p. 4, step 4-7; p. 6, step 13-14</td>
<td>p. 3, step 1-4; p. 4, step 6; p. 5, step 9-10</td>
</tr>
<tr>
<td><strong>III. Make Talk Comprehensible</strong></td>
<td></td>
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<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td>p. 5, step 6</td>
<td>p. 4, step 4; p. 6 step 13</td>
<td>p. 3, step 3</td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
<td></td>
<td>p. 3, step 4</td>
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<tr>
<td>III.C. Use of Word Walls</td>
<td>p. 4 step 1-2</td>
<td>p. 3, step 1</td>
<td></td>
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<tr>
<td>III.D. Frame Main Ideas</td>
<td></td>
<td></td>
<td>p. 4, step 6-7; p. 5, step 9-10</td>
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<tr>
<td>III.E. Check for Understanding</td>
<td>p. 6, Assessment: checklist</td>
<td>p. 4, step 6; p. 17, Assessment: collect graph</td>
<td>p. 5, Assessment: use rubric to grade research report</td>
</tr>
<tr>
<td><strong>IV. Change Traditional Classroom Talk</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Question and Response Strategies</td>
<td>p. 5, step 6</td>
<td>p. 4, step 4, 6</td>
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<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>p. 4, steps 4-7; p. 6, step 11</td>
<td>p. 4, step 7; p. 6, step 13-14</td>
<td>p. 4, step 6; p. 5, step 9-10</td>
</tr>
<tr>
<td><strong>V. Engage at Appropriate Language Proficiency Levels</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>V.A. Vary Question Techniques based on Student’s Language Proficiency level-- in conversations, activities, and assessments</td>
<td>p. 4, step 4, 6</td>
<td></td>
<td>p. 3, step 4; p. 4, step 7</td>
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<tr>
<td><strong>VI. Give Students Voice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI.A. Challenge students to produce extended academic talk</td>
<td>p. 5, step 10</td>
<td>p. 6, step 13-14</td>
<td>p. 4, step 6, 7, 8; p. 5, step 9-10</td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td>p. 5, step 9</td>
<td>p. 6, step 13-14</td>
<td>p. 4, step 6</td>
</tr>
<tr>
<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>p. 4, step 7; p. 6, step 11</td>
<td>p. 4, step 7; p. 6, step 13-14</td>
<td>p. 4, step 6; p. 5, step 9-10</td>
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<tr>
<td>VI.D. Respond to Student’s Voice – Writing and Error Correction</td>
<td>p. 4, step 6</td>
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Original Lessons
Appendix A:
Lesson One Original Plans and Materials
**Lesson One**

<table>
<thead>
<tr>
<th>Duration: 40 minutes</th>
<th>Common Core State Standards:</th>
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<tbody>
<tr>
<td>Theme: Ocean Life</td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td>RI.K.7  W.K.1  SL.K.1  L.K.1</td>
</tr>
<tr>
<td></td>
<td>RI.K.10 W.K.2  SL.K.5</td>
</tr>
<tr>
<td></td>
<td>RF.K.1</td>
</tr>
<tr>
<td></td>
<td>RF.K.4</td>
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</table>

**Objectives:**
1. The students will name and describe different ocean fish.
2. The students will be able to display descriptive writing skills by creating a class book about ocean animals.

**Lesson:**

1. Play video about ocean life (http://letsfindout.scholastic.com/issues/05_03_13/book). (3 minutes)
2. Read Scholastic Weekly Reader *Creepy Sea Creatures!* Display on Smartboard and hand out student copies. Only read pages 1-3, page 4 is for homework. Have a short discussion about ocean animals. (15 minutes)
3. Create class book about what kind of sea creatures the students would like to be. Give directions, read the prompt, and show example. (7 minutes)
4. Students create their page of the book. Teacher walks around the class and assists where needed. (15 minutes)

**Assessment:**

1. Collect the students’ worksheet to determine if they understood the prompt. Students will be expected to respond to the prompt using letter-sound correspondence at a kindergarten grade level.
Are these monsters? No! They are fish. Some really strange creatures live in the sea!
**Fish Do Some Very Strange Things!**

**This fish moves in a strange way.**
Most fish use their fins to swim. The fins on this fish look like legs. It uses its fins to walk.

**This fish eats in a strange way.**
It swims with its mouth open. It eats tiny shrimp that get caught in the sides of its mouth.

**This fish sleeps in a strange way.**
All fish sleep with their eyes open! But this fish also makes a sac of goop and sleeps inside it.

**This fish scares away predators in a strange way.**

1. It sees a shark.
   It starts to swallow water.

2. It gets bigger.
   Spikes pop out.

3. It swallows more water.
   Now, it looks too big and prickly to eat!

**This fish hides in a strange way.**
It burrows into the sand. Its eyes and mouth are on top of its head! Do you see the fish?
Your Turn

Count the fish in each bowl. Write the number in the box. Then circle the bowl that has more.

Teachers: If your class is working on greater than/less than, have children write < or > between the boxes.
If I were an animal in the deep blue blue sea...

By: _________________________________
If I were a fish in the deep blue sea, I would be a __________________ fish with __________________
________________________________________.
I would swim __________ and live __________
________________________________________.
If I were a shark in the deep blue sea, I would be a ______________ shark with __________
___________________________________________.
I would swim __________ and live __________
___________________________________________.

Fromourclassroom2yours.blogspot.com
If I were a turtle in the deep blue sea, I would be a ____________ turtle with ____________

________________________________________________________________________.

I would swim __________ and live __________

________________________________________________________________________.
If I were a _____________ in the deep blue sea, I would be a ___________ ________________ with _______________________________.
I would swim __________ and live __________
______________________________.
Thank you for your purchase!
Please come back soon as new things will continue to be added.

Graphics on cover page from:
Appendix B:
Lesson Two Original Plans and Materials
Lesson Two

<table>
<thead>
<tr>
<th>Duration: 40 minutes</th>
<th>Common Core State Standards:</th>
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<tbody>
<tr>
<td>Theme: Ocean Life</td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td>RI.K.1</td>
</tr>
<tr>
<td></td>
<td>SL.K.1</td>
</tr>
<tr>
<td></td>
<td>L.K.1</td>
</tr>
<tr>
<td></td>
<td>RI.K.8</td>
</tr>
<tr>
<td></td>
<td>SL.K.2</td>
</tr>
<tr>
<td></td>
<td>L.K.2</td>
</tr>
<tr>
<td></td>
<td>RI.K.10</td>
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<tr>
<td></td>
<td>SL.K.6</td>
</tr>
<tr>
<td></td>
<td>Math</td>
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<td>K.CC.A.3</td>
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<td>K.CC.A.6</td>
</tr>
<tr>
<td></td>
<td>K.CC.A.7</td>
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</tbody>
</table>

Objectives:
1. The students will name and identify the colors of a fish.
2. The students will be able to sort, graph, and demonstrate one-to-one correspondence with colored goldfish crackers.

Lesson:
1. Read *In the Big Blue Sea*. Ask questions listed in teaching manual. Use thumbs up, thumbs down strategy to quickly check comprehension.
   (15 minutes)
2. Give students the goldfish sorting page. The students will color the fishbowls and sort their bag of colored goldfish crackers.
   (10 minutes)
3. Once students have sorted the goldfish they will graph the number of each colored goldfish using the graphing worksheet.
   (8 minutes)
4. Lastly, using the tally mark worksheet, the students will draw tally marks to represent the number of each colored goldfish.
   (7 minutes)

Assessment:
1. Thumbs up, thumbs down to check student’s listening comprehension.
2. Collect graphing and tally mark worksheets to check comprehension of the assignment.

Created by C. Brewer
Directions: After you have sorted your fish and analyzed your data, complete the graph.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yellow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Green</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Purple</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: After you have sorted your goldfish, tally and write how many fish you have of each color.

<table>
<thead>
<tr>
<th>Color</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purple</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Goldfish Sort & Graph**

**Directions:** Sort your goldfish on your paper, complete your analysis, and graph your results!

- red
- yellow
- orange
- green
- purple
Appendix C:
Lesson Three Original Plans and Materials
Lesson Three

<table>
<thead>
<tr>
<th>Duration: 45 minutes</th>
<th>Common Core State Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme: Ocean Life</td>
<td>ELA</td>
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<tr>
<td></td>
<td>RI.K.1  W.K.8  SL.K.1  L.K.1</td>
</tr>
<tr>
<td></td>
<td>RI.K.10  SL.K.6</td>
</tr>
</tbody>
</table>

Objectives:
1. The students will identify new facts learned about the coral reef.
2. The students will understand how to gather data about an unfamiliar topic and write in complete sentences about new facts.

Lesson:

*This lesson followed a language arts lesson earlier in the week that thought the students how to research about a topic and write about the facts gathered.*

1. Read *Life in the Coral Reef*.
   (10 minutes)
2. Discuss interesting facts the students learned. Allow students to pair/share their new facts.
   (5 minutes)
3. The students will write down three facts that they learned about coral reefs. Students will respond using appropriate letter-sound correspondence at a kindergarten grade level and use a capital letter at the beginning of the sentences and correct punctuation at the end of the sentences.
   (15 minutes)
4. When the students are finished, they will take turns to present their facts out loud to the class.
   (15 minutes)

Assessment:

1. Students will create a simple research project about an ocean creature. Students will exemplify their knowledge of research writing by recording three facts in the form of complete sentences about an assigned topic. The research project is a take-home project that will assess the students’ ability to gather information about a given topic and record the facts learned.

Created by C. Brewer
What are corals?

A coral may look like a colorful plant, but it is actually a group, or colony, of tiny animals called polyps. Polyps are simple creatures. They do not have a brain or backbone, and they cannot move from place to place.

Polyps live close together. In some corals, the polyps are connected to one another. They can pass along food to each other and send warnings of danger throughout their colony.

There are more than 2,500 kinds of coral, but only 650 build reefs. These corals are called hard or stony corals. They may be shaped like fingers, brains, or antlers.

Corals that cannot build reefs are soft corals. Some have a branching shape and look like trees or bushes. Others resemble flowers, nets, or fans.
Coral reefs are found in the shallow parts of warm oceans and seas. Hard corals cannot live in fresh water. Reefs form only if:

- the water temperature is between 73°F and 77°F (23°C and 25°C); corals live in temperatures above or below these, but they do not grow quickly enough to form a reef
- there is enough sunlight for the zooxanthellae to survive
- the water carries enough food and oxygen past the coral polyps