Title/Author: *Commotion in the Ocean* by Giles Andreae

Suggested Time to Spend: 5 Days (Recommendation: 1 session per day, at least 30 minutes per day)

Common Core grade-level ELA/Literacy Standards: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7; W.K.2; SL.K.1, SL.K.2, SL.K.3, SL.K.5, SL.K.6; L.K.1, L.K.2, L.K.4

Lesson Objective:

Students will listen to an illustrated informational read aloud and use literacy skills to learn about living creatures in the ocean habitat.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

All animals living in and around the ocean have a special feature.

What is special about these creatures?

(Student answers will vary with evidence from the text to support their response.)

Synopsis

This is an illustrated collection of silly verses and rhymes that describe marine life creatures living in and around the ocean. It explores the undersea world by discovering what animals lie beneath. After an introductory poem, this informational picture book introduces children to 16 different ocean-going animals, including crabs, sharks, dolphins and polar bears.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**Define the vocabulary term commotion. Discuss the different types of commotion.Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. |  **commotion**-noisy disturbancevisual commotion (crabs walking sideways, jelly fish jiggling)noisy commotion (dolphins squeaking)The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING: Pages 1-8**The goal of this reading is to have students practice the vocabulary by using total physical response with body movements and facial expressions.During this reading, the teacher should elaborate with gestures and voice to build vocabulary concepts.**Reread page 2 (crab)**QUESTIONS: What is the creature we’re talking about?What is special about this creature?What do you think the word sideways means? **Reread page 3 (turtles)**Provide definition of hatch and scamperQUESTIONS: What is the creature we’re talking about?What is special about this creature?What do you think bury means? How do you know? What did it state in the text? **Reread page 5 (dolphins)**QUESTIONS: What is the creature we’re talking about?What is special about this creature?What do you think squeak means? How do you know? What did it state in the text? What does the author mean that the dolphins are “trying to speak?”**Reread page 7 (angelfish)**QUESTIONS: What is the creature we’re talking about?What is special about this creature?**Reread page 8 (jellyfish)**QUESTIONS: What is the creature we’re talking about?What is special about this creature?Define “jiggle”. **ACTIVITY**Choose 1 animal we discussed today and illustrate and write about how it is special. Create an anchor chart with words and drawings that will allow students to refer back to during multiple reads. | CrabThis animal walks sideways.**sideways**-to walk from side to sideStudents act out the word sideways.Turtles The text says turtles bury their eggs on dry land. Turtles bury their eggs in the sand. They scamper. They hatch from eggs.**hatch**-to come out from the egg**scamper**-to run or go quicklyStudents act out the word scamper.**bury** -to place/put in the ground DolphinsDolphins are trying to make a sound.Dolphins try to speak in a squeak.**squeak**-high pitched sound The text says “It’s more of a “Click-whistle-squeak!”Students make a squeaking noise.AngelfishAngelfish are beautiful, gorgeous, and lovely. JellyfishJellyfish jiggle.**jiggle**-to move up and down or to and fro with short quick jerksStudents act out the word jiggle.Sentence frame: This is a \_\_\_\_\_. It is special because \_\_\_\_\_\_.

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| What is the animal? | What is its distinctive feature? |
| crab | walks sideways |

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| **THIRD READING:**The goal of this reading is to have students practice the vocabulary by using total physical response with body movements and facial expressions.During this reading, the teacher should elaborate with gestures and voice to build vocabulary concepts.**Reread page 9 (shark)**QUESTIONS:What is the creature we’re talking about?What is special about this creature?Why does the shark ask you to come in closer? Define vocabulary word *grin*.**Reread page 10 (swordfish)**QUESTIONS:What is the creature we’re talking about?What is special about this creature?What does the swordfish mean when he says “he’ll skewer a few with his sword?” Does he really have a sword?Define vocabulary word *skewer*.**Reread page 12 (octopus)**QUESTIONS:What is the creature we’re talking about?What is special about this creature?**Reread page 13 (stingray)**QUESTIONS:What is the creature we’re talking about?What is special about this creature?Does a stingray really have wings?What does the author mean when it says that the stingray “flaps its wings?” How does the illustration support the text?**Reread page 14 (lobster)** QUESTIONS:What is the creature we’re talking about?What is special about this creature?Why shouldn’t we shake hands with a lobster?How does the illustration support the text?What does *snip* and *wise* mean? **ACTIVITY**Choose 1 animal we discussed today and illustrate and write about how it is special.Continue anchor chart with words and drawings that will allow students to refer back to during multiple reads. | SharkA shark has jaws that open wide.The shark wants to eat you.**grin**-a broad smileStudents show how they can grin.SwordfishA swordfish has a long sword-like nose that can skewer other animals.**skewer**-a long, sharp pin used for holding food togetherStudents are shown an example of something being skewered.OctopusAn octopus has eight arms.StingrayA stingray has a tail that can sting and fins that help them glide through the water. No, a stingray has pectoral fins that resemble wings (i.e., airplane & birds).A stingray moves its fins.The illustration shows the tail can sting something and the stingray can glide like an airplane.LobsterA lobster has claws that can snip all your fingers in two.A lobster has claws that can snip you fingers in two. The illustration shows the lobster claw.**snip**-to cut or clip with quick strokes**wise**-having a lot of knowledge about somethingSentence frame: This is a \_\_\_\_\_. It is special because \_\_\_\_\_\_.

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| --- | --- |
| What is the animal? | What is its distinctive feature? |
| lobster | can snip with its claws |

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| **FOURTH AND BEYOND:**The goal of this reading is to have students practice the vocabulary by using total physical response with body movements and facial expressions.During this reading, the teacher should elaborate with gestures and voice to build vocabulary concepts.**Reread page 16 (Deep Sea Creatures)**QUESTIONS:What are the characteristics of a deep-sea creature?**Reread page 17 (Blue Whale)**What is the creature we’re talking about?What is special about this creature?What do you think massive means? Define *cling* and *barnacle*. How does the illustration support the text?**Reread page 19 (Walruses)**QUESTIONS:What is the creature we’re talking about?What is special about this creature?Define *blubber*, *tusks*, and *bellow*. **Reread page 21 (penguins)**QUESTIONS:What is the creature we’re talking about?What is special about this creature?Define *waddle*, *slither*, *iceberg*.**Reread page 22 (Polar Bears)**Show students on a map where the Arctic is located.QUESTIONS:What is the creature we’re talking about?What is special about this creature?**ACTIVITY**Choose 1 animal we discussed today and illustrate and write about how it is special.Continue anchor chart with words and drawings that will allow students to refer back to during multiple reads. | Teacher writes down notes using a graphic organizer.

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| Deep Sea Creatures | Characteristics |
| fish | Every shape and sizeGiant pointed teethLives far below the surfaceBulging eyesWalk around on the ocean floorBalance on their finsGlowing whiskers on their chins |

Blue WhaleA whale is huge and it has barnacles that cling to the bottom the bottom. Students use text to respond with the synonyms for massive-big, giant, huge, etc. The text states the whale is 100 feet long.**cling**-to stick to or to hold on tight**barnacle**-a marine animal that clings to the bottom of ships and animals. The illustration shows that the whale is huge and barnacles are clinging to the bottom of the whale.WalrusA walrus’ have incredibly long tusks, they can bellow out loud to show they are mighty and strong, they have blubber to keep them warm in the cold ocean. **blubber**-the fat layer between skin and muscle**tusks**-point out illustration, make connection to elephant’s tusks**bellow**-to roar, a loud cryStudents bellow loudly. PenguinPenguins can waddle around icebergs.**waddle**-to walk with short steps, rocking from side to side**slither**-to slide down or along a surface**iceberg**-point out illustration Students act out waddle, slither, and slide.Polar BearsPolar Bears live in the Arctic and it is very cold out there.Sentence frame: This is a \_\_\_\_\_. It is special because \_\_\_\_\_\_.

|  |  |
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| What is the animal? | What is it’s distinctive feature? |
| Polar bears | Live in the Arctic |

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FINAL DAY WITH THE BOOK - Culminating Task

* Students use the graphic organizers they have created throughout the close reading of this book (days 2 – 4) to help them create an explanatory/informative book with illustrations about the special features of creatures living in the ocean. Students should include 3-5 sea animals with details about each of them using vocabulary words from the text.

Topic Sentence: There are many creatures living in the sea.

Sentence Frame: A \_\_\_\_\_ is special because \_\_\_\_\_\_.

Vocabulary

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| --- | --- |
| **These words merit less time and attention** p. 5 **squeak**-high pitched sound p. 8  **jiggle**-to move up and down or to and fro with short quick jerks p. 9 **grin**-a broad smilep. 10 **skewer**-a long, sharp pin used for holding food togetherp. 14 **snip**-to cut or clip with quick strokesp. 17 **cling**-to stick to or to hold on tightp. 17 **barnacle**-a marine animal that clings to the bottom of ships and animals. p. 19 **blubber**-the fat layer between skin and musclep. 19 **tusks**-point out illustration, make connection to elephant’s tusksp. 19 **bellow**-to roar, a loud cryp. 21 **waddle**-to walk with short steps, rocking from side to sidep. 21 **slither**-to slide down or along a surfacep. 21 **iceberg**-a large piece of ice broken off from a glacier floating in open water  | **These words merit more time and attention**p. 1 **commotion**-noisy disturbancep. 2 **sideways**-to walk from side to sidep. 3 **hatch**-to come out from the eggp. 3 **scamper**-to run or go quicklyp. 3 **bury** -to place/put in the ground p. 14 **wise**-having a lot of knowledge about somethingp. 17 **massive**-big, giant, huge, etc. |

Extension learning activities for this book and other useful resources

1. *Crayon Resist Watercolor Painting -* [*https://www.artforkidshub.com/water-color-resist-with-crayons/*](https://www.artforkidshub.com/water-color-resist-with-crayons/) *(sample instructions)*

Students draw an ocean habitat of the different sea creatures discussed in the story using crayons. Then, using watercolors, student paint over the ocean scene.

1. [kids.nationalgeographic.com/](https://kids.nationalgeographic.com/)

Students can read and watch videos about many different marine animals in their habitat.

1. [neok12.com](https://www.neok12.com/)

Students can view short videos of various ocean animals.

1. [www.montereybayaquarium.org/](http://www.montereybayaquarium.org/)

Students can read about what it takes to care for sea animals in the aquarium. Students can research the different sea creatures with tentacles.

1. For an additional focus in *Commotion in the Ocean,* reread in its entirety. Focus students’ attention on the point of view of the author. The author uses 3rd person and 1st person to tell about the ocean animals. Help students notice the pronouns used for each point of view and how this changes the story. *Note: This is particularly supportive of English Language Learners.*

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

 850L

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

This informational text is an introduction to ocean animals and factual information about living creatures in the ocean habitat.

Focus student’s attention on point of view of the author. The author uses 3rd person and 1st person to tell about the ocean animals. Teacher can draw attention to the text structure (e.g. headings in the story and the variation of the font color on page 14). The poem is written in silly rhyming verses.

Rhymes, rich vocabulary, scientific

vocabulary, descriptive words.

Some students may need background on how crabs walk sideways and about lobster claws.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

*The vocabulary will be the most challenging. Support systems will include acting it out, repeated readings, and bringing realia (i.e., pictures of animals, skewers).*

How will this text help my students build knowledge about the world?

*Students will gain knowledge about ocean habitats and its living creatures.*

1. **Grade level**

What grade does this book best belong in? *Kindergarten. Students need to hear and use a lot of vocabulary. They are learning to about the special features of ocean creatures.*

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