Title/Author: *Hello Ocean* by Pam Munoz Ryan with illustrations by Mark Astrella

Suggested Time to Spend: 5 Days

Common Core grade-level ELA/Literacy Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7; W.K.2, W.K.8; 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 a descriptive rhyming text to understand how a young girl experiences the ocean through her five senses.

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

*Big Idea:* The five senses are important in helping to experience the world. People are able to experience the world due to their five senses. Students will identify and actively use their senses to experience features of the ocean. Students will need to know descriptive words as they relate to the five senses.

*Focus Question:* At the beginning of the text, the little girl says “the 5 of me again.” How did the little girl experience the ocean? One key takeaway is that the little girl uses her five senses to describe what she sees, hears, smells, tastes, and feels while at the beach with her family.

Synopsis

In this rhyming text, a young girl describes her journey of discovery as she experiences ocean treasures through each of her five senses. She does more than see the sand, hear the waves, or touch the seaweed, she gets the reader involved by describing the squawk of the gulls, the wafting scent of sun soaked skin, and the roar of the crashing waves. Through beautiful illustrations and the use of metaphors, figurative language and personification, the reader will understand why and how our senses are important for helping us experience the world around us.

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.*
3. Consider pairing this series of lessons on *Hello Ocean* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2571/hello-ocean-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*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:**  Pull the students together or use a document camera so that students can enjoy the illustrations. Read aloud the entire text with minimal interruption.  After the first reading, the teacher will show realia related to the ocean to provide students an opportunity to use their five senses. Teachers will direct students to point to appropriate body part (eyes, ears, nose, mouth, or raise hand) to represent the sense. | The goal is for students to enjoy the text - the rhythm and illustrations as a whole.  Realia (sand, seaweed, shells, salt water, etc.) will allow students to experience “the ocean” and can be placed in an “ocean habitat museum” for further exploration.  For this text, students will create a flip book to summarize the young girl’s ocean experiences. The first page of our flip book will begin with the topic sentence – The young girl uses her five senses to experience the ocean. Students will write this sentence whole group and illustrate it. Each subsequent page in the flip book will pertain to one of the five senses |
| **SECOND READING:**  **Reread page 3 – 4** (display on a document camera)  QUESTIONS:  Using the text and the illustrations, how is the little girl experiencing the ocean?  What does the little girl see?  What words in the text help the reader understand that the little girl is seeing more than just sand, waves, one color?  Why do you think the author used the descriptive words?  Activity: Students will write a sentence on the second page of their flip book to describe the young girl’s experience of the ocean using her sense of sight.  **Reread page 8-10**  What sense is the little girl using on these pages?  What words in the text help the reader understand that the sense of hearing is being used?  Describe why the little girl compares the sound of the ocean to a lion’s roar. What kind of sound would be heard?  Activity: Students will write a sentence on the third page of their flip book to describe the young girl’s experience of the ocean using her sense of hearing. | The little girl is using the sense of sight.  The girl sees the ocean, seaweed, sand and waves.  *Students will point to their eyes every time they hear a word related to the sense of sight.*  There are many words that describe the ocean and also words that use adjectives to describe objects. Some of these include: hue, gray, green, blue, amber (seaweed), speckled (sand), and bubbly (waves).  (Hue is a color or shade. Teacher can provide various hues of crayons. Amber is synonym for the color brown.)  The author uses these words to describe what she sees because these words give us a better understanding of her experience.  Students will write a sentence in their individual flip book using the starter sentence and draw a picture to illustrate it.  Sentence Starter: The little girls sees \_\_\_\_\_(descriptive word) \_\_\_\_\_\_\_\_\_\_ (object) with her eyes.  The little girl is using the sense of hearing.  The author uses the words, lion’s roar, water shushing, whispering, froggy songs and gentle clangs to help us understand that we are using our ears to listen for sounds.    *Students will point to their ears every time they hear a word related to the sense of hearing.*  The little girl compares the sound of the ocean to a lion’s roar because crashing waves and a lion’s roar are both very loud. A sound that could be heard would be a very loud, rushing sound.  *Students will demonstrate the sound of a lion and discuss why the author used the lion’s roar to describe ocean.*  Students will write a sentence in their flip book using the sentence starter and illustrate it.  Sentence Starter: The little girls hears \_\_\_\_\_ (descriptive word)\_ (object) with her ears. |
| **THIRD READING:**  **Reread page 13 -16**  How does the young girl describe the way she feels playing in the water?  How did the girl describe the ground when she touched it?  Activity: Students will be given the opportunity to touch dry and wet sand and use appropriate vocabulary words from text to describe how it feels. Students will be given the opportunity to touch dry and wet seaweed (seaweed wrappers) and use appropriate vocabulary words from the text to describe how it feels.  Activity: Students will write a sentence on the fourth page of their flip book to describe the young girl’s experience of the ocean using her sense of touch | *Students will hold up their hands every time they hear a word related to the sense of touch.*  The young girl feels the waves, the tide tickling her and the spray splashing her.  The young girl describes the ground as being squishy, sandy, soggy and slippery seaweed all around.  Students will write a sentence using the sentence starter and illustrate it.  Sentence Starter: The little girl feels \_\_\_\_\_ (descriptive word) (object) with her hands. |
| **FOURTH READING:**  **Reread pages 20-23**  How does the young girl describe the way the beach smells?  Activity: Students will be given the opportunity to smell ocean realia (salt water, shells, seaweed, preserved seastars, etc.).  Activity: Students will write a sentence on the fifth page of their flip book to describe the young girl’s experience of the ocean using her sense of smell.  **Reread page 25-28**  How does the young girl describe the way the ocean tastes?  Activity: Students will write a sentence on the sixth page of their flip book to describe the young girl’s experience of the ocean using her sense of taste.  **Reread pages 29-30**  What is the little girl referring to when she says “hear the stories you have to spin”?  When the young girl says “taste you flavors once again”, what is she describing?  What are some of the “treasures” that the young girl felt in this story? | *Students will touch their nose every time they hear a word related to the sense of smell.*  The young girl describes the beach and ocean and it’s smells as fresh, salty, suntanned (reeky fish, musty shells, fragrant ore).  *Could we describe these items as reeky or musty?*  Students will write a sentence using the sentence starter and illustrate.  Sentence Starter: The little girl smells \_\_\_\_\_ (descriptive word) (object) with her nose.  *Students will point to their mouth every time they hear a word related to the sense of taste*  The author describes the ocean as tasting salty.  Salty means something that has salt on/in it.  The young girl describes the taste of the ocean as salty.  Students will write a sentence using the sentence starter and illustrate.  Sentence Starter: The little girl tastes the \_\_\_\_\_ descriptive word) \_\_\_\_\_\_(object) with her tongue.  The little girl is describing the sound of the waves.  She is describing the salty ocean water.  The little girl feels splashing spray, squishy sand, soggy ground, and slippery seaweed. |

FINAL DAY WITH THE BOOK - Culminating Task

* The young girl used five senses to experience the ocean. Throughout the lesson, a flip book was created of all of the girl’s experiences using her five senses. On the final page of the flip book, choose one or two of the five senses the girl used in the story. Write two or three sentences to explain how her senses helped her to understand how they can help us experience the ocean.
  + Example: The little girl tastes the ocean water and it is salty. She feels the seaweed and it is slippery.

Vocabulary

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| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students.) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 3 – hue – color or shade of a color  Page 4 – amber – brownish yellow color  Page 4 – speckled – full of small marks (as of color)  Page 8 – roar - to utter a long full loud sound <the lion roared>  Page 9 -rushing – moving or doing something very quickly in a way that shows you are in a hurry  Page 10 - froggy songs – sounds similar to a frog’s croak  Page 11 - screak – a shrill harsh cry  Page 12 - chase – something to follow  wet – consisting of, containing, covered or soaked with liquid  embrace – to enclose on all sides  Page 15 - rowdy – rough or loud in behavior  Page 16 – sandy - consisting of, containing, or sprinkled with sand  slippery - having a surface smooth enough to cause one to slide or lose one's hold  Page 21 – aroma - a noticeable and usually pleasant smell <the *aroma* of coffee>  Page 22 – fragrant - having a sweet or agreeable smell  Page 25 - tears – drops of salty liquid that keeps the eyes moist  Page 26 - drink – beverage  salty – seasoned with or containing salt  Page 28 - lick – to take into the mouth with the tongue | Page 4 – bubbly – full of bubbles  Page 6 – reflected – to give back an image or likeness, as with a mirror  “bowl of skies” – referring to the clouds  Page 7 - glistening – shining with a sparkle  Page 8 – crashing – hitting something hard  shore – the land along the edge of a body of water  Page 9 - shushing – urging to be quiet  Page 10 - clangs – to make or to cause a loud ringing sounds  bobbing – moving or causing to move in an up and down motion  Page 14 - restless - being without rest  refrain – part of a song or poem that is repeated  Page 16 – pounce – to make a sudden approach  squishy – soft and often wet  soggy – completely wet and usually soft  Page 20 - wafting – moving or being moved lightly by or as if by the action of wind or waves  Page 21 - disclose – to make known  reeky – strong or disagreeable odor  Page 23– musty – smelling of damp or decay  Page 29 - flavors – quality of something that affects the sense of taste  Page 30 - briny – of, or relating to salt water |

Extension learning activities for this book and other useful resources

* Display ocean realia in an “ocean habitat museum” for students to explore throughout the week. Label the objects with vocabulary used in the book. *Note: This is particularly supportive of English Language Learners.*
* Show students the difference between dirt and sand. Add water to them both and show how sand holds/soaks up the water and why a footprint in the sand “disappears”
* Video: Oceans (Rated G) by Disneynature

Note to Teacher

* Choose students to share and read flip book page at the end of each lesson. They will describe their illustrations focusing on specific vocabulary for the particular sense.
* Develop “Five senses” tree map with students and list vocabulary words from the story that describe ocean features. Additional vocabulary words have been included within the following tree map.

Taste

salty

(lick)

(tears)

(drink)

Smell

reeky

fragrant

musty

wafting

briny

Touch

wet

soggy

squishy

slippery

pounce

Hear

roar

crashing

shushing

rushing

clang

froggy songs

screak

refrain

See

hue

speckled

amber

reflected

glistening

bubbly

Words that describe the five senses:

**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.

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

730L

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.

The story has an overall message “I’m here with the five of me, again!”

Inner dialogue – “Hello ocean, my old best friend.”

Rhyme, metaphor, figurative language, personification

“I hear the ocean, a lion’s roar, crashing rumors toward the shore.”

Some students may need to be familiarized on what the beach/tide pools are like – realia, photos, etc.

**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?

* + Figurative language and vocabulary will be difficult, as well as metaphors.
  + Accessing multiple senses throughout the text.
  + Support using repeated readings, graphic organizers, realia, art, and drawings.

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

* Students will develop an understanding of ocean habitat and their five senses.

1. **Grade level**

What grade does this book best belong in? K

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