



# Read Aloud: *A Swim Through the Sea*

Standard Connection:  
ELA.RI.PK4.1-10  
ELA.SL.PK4.1-4, 6  
ELA.L.PK4.1, 1c, 4,  
4a, 5, 6

## Enduring Understanding(s):

- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

## Essential Question(s):

- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>A Swim Through the Sea</i></li> <li>• vocabulary word picture cards</li> </ul>	<p><b>admire:</b> to look at with wonder or delight</p> <p><b>apparel:</b> clothing</p> <p><b>dozen:</b> a group of twelve</p> <p><b>encounter:</b> to meet or come upon suddenly</p> <p><b>exotic:</b> very unusual and interesting</p> <p><b>phosphorescent:</b> to glow without producing heat</p>	

First Read	
<p><b>Preparation:</b> <i>Set up materials.</i></p> <p><i>*Only read the small print on each page if the children appear interested or curious.</i></p>	
<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• listen to a story read aloud for enjoyment</li> <li>• make self-to-text connections using prior knowledge</li> </ul>	
<p>“Today, we are reading our first non-fiction book, <i>A Swim Through the Sea</i>. Non-fiction books have true information and can help us learn or research a topic. Non-fiction books are often structured differently than story books. In this book, the author, Kristin Joy Pratt, uses different sections to help us best learn information about different life in the ocean. We are going to read and look at this book differently. Kristin Joy Pratt is also the illustrator.”</p>	<p><b>Show front cover, point to title and author/illustrator’s name.</b></p>
<p>“What do you notice about this animal?”</p> <p>“What do you see on this animal’s body that helps it live in the sea?”</p> <p>“The words say, ‘There are a <b>dozen</b>, delightful dolphins diving up and down.’ How many dolphins do you see on this page?”</p>	<p>Periodically <b>stop</b> while exploring each page and question students. <b>Children respond.</b></p> <p><b>p. “D”</b></p>

"This animal looks interesting. Should we read more about it?"

**Read** just a few pages up to the letter "G."

**Discussion Question(s):**

- What does this animal remind you of? (*prompt students to draw from prior knowledge*)

Say, "Next time, we will read more about different life in the ocean".

## Second Read

**Children will:**

- develop vocabulary
- develop comprehension
- understand characters' feelings and motivations
- understand key inferences from the story

Read more of the text up to the letter "R." Guide children in noticing that non-fiction texts provide information. Show children that some words are in bold and there are some names of other sea animals around the border.

**Discussion Question(s):**

- "On this page, 'we see many, munching manatees.' What do you think the manatees are munching on? What do you think the words written around the border of the page mean?"

## Third Read

**Children will:**

- develop vocabulary
- make real-life connections to the text

Finish reading the text. Help children to think about the main idea of the text.

**Discussion Question(s):**

- What is the most important information? What are the most important ideas?
- Which animal do you think is the most interesting? Do you want to know more about it?