



# Read Aloud: *Tide Pools*

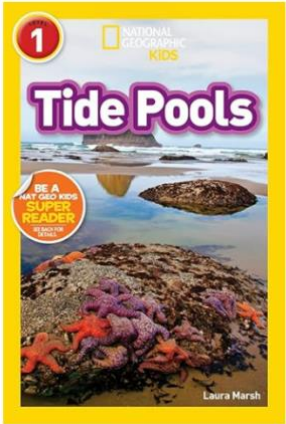
Standard Connection:  
ELA.RI.PK4.1-5, 8-10  
ELA.SL.PK4.1-4, 6  
ELA.L.PK4.1, 1c, 4, 6

## 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>Tide Pools</i></li><li>• vocabulary word picture cards</li></ul>	<p><b>high tide:</b> when the sea is at its highest level</p> <p><b>low tide:</b> when the sea is at its lowest level</p> <p><b>tide pool:</b> a rocky pool on the beach that stays filled with water when waves move away from the shore</p> <p><b>seaweed:</b> a plant without roots, leaves, or stems that grows in the sea</p> <p><b>anchor:</b> to hold something down or keep it in place</p> <p><b>rushes:</b> to happen quickly, to hurry</p>	

## First Read

### Preparation: Set up materials.

#### Children will:

- be engaged by read aloud text
- notice nonfiction features
- make text-to-self connections
- introduce vocabulary

“Today, we will read another non-fiction book, *Tide Pools*. Remember that non-fiction books have real information and can help us learn more about and research a topic.”

“Non-fiction books are often structured differently than story books. Let’s see what kinds of non-fiction features you notice.”

**Show** the book cover. **Ask** children to share what they notice. **Turn** to the table of contents and describe its function. **Model** using the table of contents to find specific information.

“**High tide** is when ocean water is very high and covers the land or beach. **Low tide** is when the ocean water is lower, and the land or beach near the ocean can be seen. What do you notice?”

**pp. 6, 8**  
**Show** children book images of both high tide and low tide.  
**Children respond.**

“The top of this page says, ‘Who Lives Here?’ This is called a chapter heading; we also saw this listed in the table of contents. It helps readers know what this section of the book is about. What do you think this section will be about?”	<b>p. 12</b> <b>Point</b> out the page’s chapter heading to children. <b>Children respond.</b>
“Many of the animals in a <b><i>tide pool</i></b> are ‘spiky’ or camouflaged – they blend in with their surroundings. Why do the animals in a <b><i>tide pool</i></b> look like this?”	<b>p. 14</b> <b>Children respond.</b>
“A male sea spider takes care of his babies, just like Mr. Seahorse took care of his eggs! What is different about how the sea spider and Mr. Seahorse cared for their young?”	<b>p. 18</b> <b>Children respond.</b>
“A sea star’s leg can grow back if it loses one! How could a sea star lose one of its legs? Why do you think it grows back?”	<b>p. 27</b> <b>Children respond.</b>
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>• What did we learn about nonfiction texts?</li> <li>• How are nonfiction texts different from pretend story books?</li> </ul>	

## Second Read

### Children will:

- understand more structures of a non-fiction text
- build vocabulary

Read only the section titled “Built to Survive,” pages 20-24. Reinforce vocabulary words: ***rushes***, ***anchors***, ***drying***. Guide children in noticing that non-fiction texts provide information. Show children that some titles are in bold, words are in bold, some print is smaller, and there are photographs.

### Discussion Question(s):

- The most important information or ideas are...?

## Third Read

### Children will:

- build vocabulary
- gather the main idea
- understand the purpose of the text – text-to-self and text-to-text (visualize and summarizing)

Complete the sections “Built to Survive” (pp. 25-27) and “Tide Pools All Over” (pp. 28-29). Read only the pages the children appear most interested in (page through the rest). If children show curiosity, guide them to answer the questions for the section “What in the World?” (pp. 30-32). If children show interest, plan a fourth read.

### Discussion Question(s):

- What does the author want the readers to understand?
- What is an animal you find interesting? Why?