



# Small Books About Sea Stars

(Informational and Narrative Books)

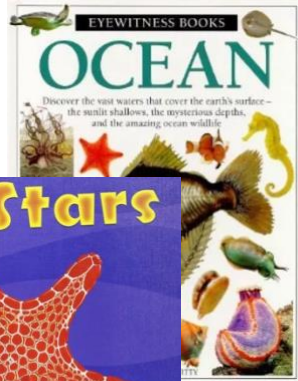
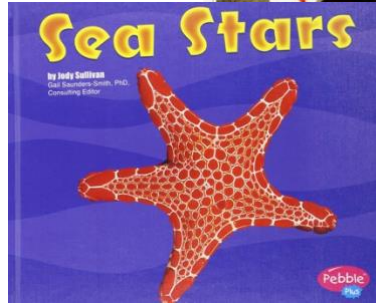
Standard Connection:  
**ELA.RI.PK4.5, 9-10**  
**ELA.L.PK4.1, 1c, 2c, 2d, 6**  
**ELA.W.PK4.1, 1b, 1c**  
**M.CC.PK4.1-2**  
**S.IS.PK4.3, 4b, 4c**  
**PD.FM.PK4.2-4**  
**VA.CR2.2.PK**  
**VA.RE8a.1.PK**

## 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>Sea Stars</i></li> <li>• <i>DK Eyewitness Books: Ocean</i></li> <li>• knowledge web from <i>Sea Stars</i> Read Aloud</li> <li>• white and colored construction paper</li> <li>• markers</li> <li>• crayons</li> <li>• pencils</li> <li>• images of Sea Stars (see Resource)</li> </ul>	<p><b>sea star:</b> a sea animal with a flat body with five or more arms</p> <p><b>rough/bumpy:</b> having an uneven surface; not smooth</p> <p><b>ray:</b> one of a sea star's five arms</p> <p><b>grip:</b> a firm grasp</p>	 

## Intro to Centers

**Preparation:** Prepare small books with a half sheet of colored construction paper and two half sheets of white paper; staple small books together (4 white pages). Prepare one book for each child.

" <b>Sea stars</b> are a very unique sea animal. Their bodies have a special shape. What do you notice?"	Show book cover and illustrations. <b>Children respond.</b>
"As we read about <b>sea stars</b> , I want you to remember some important facts you learned. Where do <b>sea stars</b> live? What do <b>sea stars</b> eat?"	<b>Read <i>Sea Stars</i>.</b> <b>Children respond.</b>
"Today in the Creative Writing Center, you will be the author and illustrator of your own book about <b>sea stars</b> . What is some information you could include in your book?"	<b>Children respond.</b>
"Your book will have a cover, pages inside, and page numbers, just like the book we read aloud together."	<b>Show materials.</b>

## **During Centers:**

Children will author and illustrate their own informational and/or narrative books about sea stars. They will access the non-fiction texts for factual information and ideas. Encourage children to talk to one another about the critical information and facts they are discovering. Allow children to share strategies for drawing, including looking at books/images and asking a friend for help. Support some children with writing or write their dictations for them. Remind children their books need a title, page numbers, and detailed illustrations that match their words.

Use the knowledge web resource from the *Sea Stars* Read Aloud Center if children need a refresher on main ideas of the book.

## **Guiding Questions during Centers:**

- Will your book be a non-fiction book with factual information? Or is it a pretend or fictional story?
- What do you think is important for other people to know about sea stars?
- How can you capture the information learned in the books we have read?
- Are there parts of your picture that you would like to label?
- What else do you think is important?
- Is there something you want to say to the reader or something they need to pay attention to?

## **Thinking and Feedback:**

Children share their books and describe how they chose the information they wrote and drew about. Encourage children to talk about the media they used. If children worked in pairs, they could discuss how they decided who would do which parts of the book. Children can also use the feedback given to them to revise their ideas and edit their books.

## **Documentation:**

Collect samples of the children's work as well as photographs and/or videos of their processes; use the documentation to launch a discussion during Thinking and Feedback.

## **Provocation:**

Encourage children to read the books they created to other children in the Library and Listening Center. Struggling readers can verbally narrate books. Display books children have created in the classroom library for other children to read and enjoy.

## **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. Children who need extra support during centers can work with a partner or in a small group when creating books.