



# Read Aloud: *A Baby Lobster Grows Up*

Standard Connection:  
ELA.RI.PK4.1-5, 7-8  
ELA.SL.PK4.1-4, 6  
ELA.L.PK4.1, 1c, 4, 6  
ELA.W.PK4.8

## Enduring Understanding(s):

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

## 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 Baby Lobster Grows Up</i></li><li>• vocabulary word picture cards</li><li>• chart paper</li><li>• markers</li><li>• prepared KWLM chart (see Resource)</li></ul>	<p><b>crustaceans:</b> animals with outer skeletons, many legs, and four feelers</p> <p><b>juvenile:</b> a young person or animal</p> <p><b>larva:</b> a worm-like baby animal that has just hatched from its egg</p> <p><b>molting:</b> shedding skin</p> <p><b>plankton:</b> a group of tiny plants and animals that float together in the water</p>	

First Read	
<p><b>Preparation:</b> Set up materials. Prior to reading, prepare the following KWLM Chart on chart paper (see Resource).</p>	
<p><b>Children will:</b></p> <ul style="list-style-type: none"><li>• engage in a nonfiction text</li><li>• notice nonfiction features</li><li>• make text-to-self connections</li><li>• reinforce vocabulary</li></ul>	
<p>“Today, we will read our last non-fiction book for the summer, <i>A Baby Lobster Grows Up</i>. Remember that nonfiction books have true information or facts and help us learn or research a topic. This book is about lobsters.”</p>	<p><b>Show</b> front cover, <b>point</b> to title and author.</p>

<p>“Has anyone ever seen or eaten a lobster before? Many people enjoy lobster as a food.”</p> <p>“What do you already know about lobsters?”</p>	<p><b>Children respond.</b> <b>Chart</b> some of their responses under the “K” column of the KWLM chart.</p>
<p>“On this page, we can see the table of contents for this book. It tells us which information is on which pages and allows us to find it easily.”</p>	<p><b>Show</b> table of contents. <b>Explain</b> its purpose.</p>
<p>Stop for a moment on pgs. 4-5 and point out the vocabulary words.</p> <p>Read pages 4-9.</p> <p>“What do you notice?”</p>	<p><b>p. 9</b> <b>Chart</b> some of their responses under the “W” column of the KWLM chart.</p>
<p><b>Discussion Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can a book’s table of contents help us?</li> <li>• Why do some nonfiction books have words in <b>bold</b> print? (pp. 4-5)</li> <li>• Are baby lobsters born very tiny or the same size as their parents?</li> </ul>	

Second Read	
<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• read additional text</li> <li>• understand the structure of a nonfiction text</li> <li>• build vocabulary</li> </ul>	
<p>“What did we learn during our last read of <i>A Baby Lobster Grows Up</i>?”</p>	<p><b>Chart</b> some of their responses under the “L” column of the KWLM chart.</p>
<p>Read pages 10-15. Support children with the following vocabulary words in bold: <b>plankton</b> and <b>molting</b>.</p>	<p><b>pp. 10-15</b> <b>Support</b> children with vocabulary.</p>
<p><b>Discussion Question(s):</b></p> <ul style="list-style-type: none"> <li>• How is life for a baby lobster larva?</li> <li>• Where will the lobster spend most of its life?</li> </ul>	

## Third Read

### Children will:

- build vocabulary
- gather important information
- understand the structure of a non-fiction text

Finish reading the text, pp. 16-24.

Point out and discuss the purpose of the features of the non-fiction text:

- life cycle
- glossary
- index

Help children to think more about their learning with a Turn and Talk:

- “The most important information or ideas are...”
- “I think the author wanted us to know that lobsters...”

Chart 1-2 of their responses under the “**L**” column of the KWLM chart. Ask children about anything else they are curious about. Chart 1-2 of their responses under the “**M**” column of the KWLM chart.

### Discussion Question(s):

- What does a lobster eat?
- How long does it take for the baby lobster to become an adult?
- How does the index on p. 24 help the reader?