



Read Aloud: *Sea Stars*

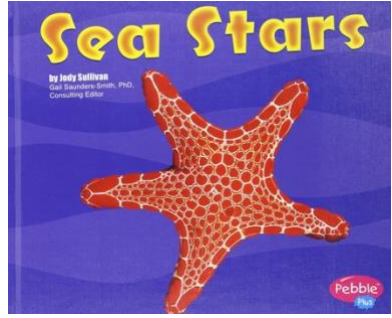
Standard Connection:
ELA.RI.PK4.1-5, 8-10
ELA.SL.PK4.1-4, 6
ELA.L.PK4.1, 1c, 4, 6

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"> • <i>Sea Stars</i> • vocabulary word picture cards • knowledge web (see Resource) • markers • chart paper 	<p>sea star: a sea animal with a flat body with five or more arms</p> <p>ray: one of a sea star's arms</p> <p>grip: a firm grasp</p> <p>grow: to become bigger</p>	

First Read	
Preparation: <i>Set up materials.</i>	
Children will: <ul style="list-style-type: none"> • engage the children • understand the structure of a non-fiction book • make text-to-self connections (prior knowledge) 	
<p>“Today, we will read another non-fiction book, <i>Sea Stars</i>. Remember that non-fiction books have true information and can help us learn or research a topic. In this book, the author uses different questions to help us learn information about sea stars. We are going to read and look at this book differently.”</p>	<p>Show front cover, point to title and author.</p>
<p>“What do you think this book is about by looking at the cover?”</p> <p>“Here, at the beginning of the book, is the table of contents. This helps the reader find important information in the book.”</p>	<p>Show table of contents. Children respond.</p>

"This page has something on the top called a header. A header is usually in bold – darker – print, and the letters are often larger than the rest of the print on the page."

p. 4
Point out header.

Read pp. 4-11

Discussion Question(s):

- How do you think a sea star would feel if you touched it?
- Are all sea stars the same size?
- The book told us how big or small a sea star can be. Can you show me with your arms or hands how big or small a sea star can grow? (big – bicycle wheel; small – quarter)

Second Read

Children will:

- read more of the text
- understand the structure of a non-fiction text
- build vocabulary

Read pages 12-22. Point out the labels on the photographs. Support children with the following vocabulary words:

- grip (pg. 12)
- grow (pg. 14)
- ray: arm of a sea star (pg. 14)

On page 22, discuss the purpose of a glossary. Model how to utilize it.

Discussion Question(s):

- If sea stars move slowly, how do you think they defend themselves from predators?
- If a sea star loses a ray, something special happens to its body. What is it?

Third Read

Children will:

- build vocabulary
- gather important information

Help children think about the text's main idea with a Turn and Talk.

- "The most important information or ideas are..."
- "I think the author wanted us to know that sea stars..."

Chart some of the main ideas on the Knowledge Web and discuss them as a whole group.

Discussion Question(s):

Why did you choose this main idea for the knowledge web?