

Ocean Life: Tide Pool Creatures

MINI LESSONS

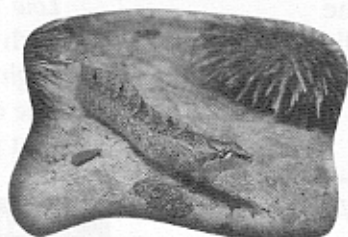
BEFORE READING

Talk with students about what a tide pool is—a pool of seawater left behind when the ocean is pulled away from the shore. Display the cover of the book and point out the starfish and sea anemones. Tell students this book has facts about these and other interesting animals found in tide pools.

READING

To set a purpose for reading, ask students to read to learn more about the animals that live in tide pools. Use questions such as these to guide the reading:

- What is the difference between high tide and low tide? (chapter 1)
- In what ways do tide pool animals protect themselves? (chapters 2–9)
- What do tide pool animals eat? (chapters 2–9)
- What makes life in a tide pool tricky? (chapters 1 and 10)



AFTER READING

On the board write the names of tide pool animals. Have each student choose an animal and say one thing he or she learned about the animal by reading the book.

Writing Activities



Ocean Poetry

Materials: writing or drawing paper, crayons

Invite partners to write a three-line poem about a tide pool creature. Write the following directions and example on the board. Invite partners to illustrate and display their poem.

1. Write the name of the animal.

2. Write three words that tell more about it.

3. Write a nickname for the animal.

Sea scorpion

Fierce spiny fish

Spike



Sea Shapes

Materials: construction paper, markers

Invite students to choose an animal from the book, draw its shape on construction paper, and cut out the shape. Have them write facts about the animal on the shape, such as the animal's name and features and what it eats. If possible, provide encyclopedias and nature magazines so students can include additional information on their shape. Display the shapes on a tide pool bulletin board.

READING STRATEGY

Study Skills: Interpreting Diagrams

Tell students that a diagram is a picture that shows the parts of something or the order in which something happens. Direct students' attention to the diagram of the crab on page 18. Encourage students to read the diagram in this manner:

1. Look at the diagram to decide what it shows. If the diagram has a title, read it to help you decide.
2. Look at any parts of the diagram.
3. Read the labels.
4. Think about how all the pieces fit together.

Then have students look at the diagram of the dog whelk life cycle on page 34 and follow the same steps.

LANGUAGE SKILL

Identifying Linking Verbs

Write on the board *A shanny is a fish*. Help students identify the two words that are linked by the verb *is* (*shanny, fish*). Remind students that a linking verb does not show action. It links, or connects, the subject of a sentence to a word in the predicate. Ask students to look in the book to find some linking verbs and the words they link. For example, in the first paragraph on page 3, the linking verb *is* appears three times.

PHONICS/WORD STUDY

Identifying Compound Words

Write the word *seashell* on the board. Ask a student to identify the two words that make up this compound word (*sea, shell*). Then ask students to brainstorm compound words that have the word *sea* or *fish* in them (*seawater, seabird, seaweed, starfish, jellyfish, pipefish, clingfish*).