**Lesson 11 Teacher's Guide**

**In the Sea**

by Alex Plisky

Fountas-Pinnell Level D

Informational Text

**Selection Summary**

A diver swims under the sea and sees fish, a stingray, a turtle, starfish, a crab, jellyfish, and a dolphin.

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**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person exposition, from diver's viewpoint</td>
</tr>
<tr>
<td>Content</td>
<td>Diving under the sea</td>
</tr>
<tr>
<td></td>
<td>Marine life</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Varied animals live under the sea.</td>
</tr>
<tr>
<td></td>
<td>Underwater views are interesting.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Repetition of words and sentences</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Sentences of nine words or fewer</td>
</tr>
<tr>
<td></td>
<td>Repeated sentence pattern: <em>The diver swims and looks. She sees...</em></td>
</tr>
<tr>
<td></td>
<td>One exclamation: <em>Click!</em></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Marine animal names and body parts: stingray, turtle, flippers, starfish, crab, shell, jellyfish, dolphin</td>
</tr>
<tr>
<td>Words</td>
<td>One- and two-syllable words; three-syllable word: jellyfish</td>
</tr>
<tr>
<td></td>
<td>Compound words: stingray, starfish, jellyfish</td>
</tr>
<tr>
<td></td>
<td>Words with endings: swims, looks, sees, uses, flippers, tries, waves, smiles</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Photos with labels support text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Photo above text on each of nine pages</td>
</tr>
<tr>
<td></td>
<td>Each sentence begins on a new line.</td>
</tr>
<tr>
<td></td>
<td>One- and two-line sentences</td>
</tr>
</tbody>
</table>

In the Sea  by Alex Plisky

Build Background
Read the title to children and have them describe the fish in the cover photo. Explain that a diver took this photo underwater. Make sure that children know what a diver is. Anticipate the text with questions like these: What other kinds of living things might a diver see in the sea?

Introduce the Text
Guide children through the text, noting important ideas and helping with unfamiliar language and vocabulary so that they can read the text successfully. Point out the repeated sentence pattern, The diver swims and looks. She sees ___. Preview the photos to identify the animals. Here are some suggestions:

Page 2: Tell children that this book gives information about different animals a diver sees under the sea.
Suggested language: Turn to page 2. The sentence reads: A diver swims under the sea. Say under. What letter would you expect to see first in under? Find under, put your finger under it, and say it. How is this diver breathing under the water?

Page 3: Remind children to use the information in the pictures to help them read. Now on page 3, you can see fish swimming in the water. The sentence reads: Fish swim in the water, too.

Page 4: Point out the label stingray and read it. Show children that it is made of two smaller words: sting and ray. Explain that this flat fish has a tail with sharp points that can sting.

Page 8: Turn to page 8. When you look at the picture, what do you see? These are two jellyfish. What are the two smaller words you hear in jellyfish? The sentence reads: The diver looks and swims away. The long threads on the jellyfish can sting. That's why the diver swims away!

Now turn back to the beginning of the book to read about animals under the sea.

Words to Know
away  by  picture  small  under  water

Grade 1
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Read
As children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Respond to the Text
Personal Response
Invite children to share their personal responses to the story. Begin by asking what they liked best about the book, or what they found interesting.
Suggested language: Would you like to dive under the sea? Why or why not?

Ways of Thinking
As you discuss the text, make sure children understand these teaching points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A diver sees different animals under the sea.</td>
<td>• The sea is filled with living things.</td>
<td>• The photos were taken by underwater cameras.</td>
</tr>
<tr>
<td>• Fish, stingrays, turtles, starfish, crabs, jellyfish, and dolphins live in the sea.</td>
<td>• The different shapes and colors of sea animals are interesting to see.</td>
<td>• The writer uses the same sentence on more than one page.</td>
</tr>
<tr>
<td></td>
<td>• It would be exciting to see underwater animals up close.</td>
<td>• The writer wants to show that sea life is beautiful and interesting.</td>
</tr>
</tbody>
</table>

Choices for Support

Concepts of Print
Model reading aloud a one-line sentence and a two-line sentence from In the Sea. Help children to understand that you lower your voice and stop only when you come to the period. Invite children to read a one-line and two-line sentence.

Phonemic Awareness and Word Work
Provide practice as needed with words and sounds, using one of the following activities:

• **Rhyme** Have children find the words *and* and *sand* on page 4 of In the Sea. Explain that the words *and* and *sand* rhyme because their endings sounds are the same. Say these words, and ask children to raise their hands when they hear any word that rhymes with *and* and *sand*: *stand, land, ant, sat, bad, brand, tan, blend*.

• **Homophones** Point out the word *Sea* in the title and the word *see* in the text. Have children tell which one means “look” and which one means “water.” List these homophone pairs: *by/buy, too/two*. Have children find the first word in the book and use each word in an oral sentence to show meaning.
Writing About Reading

Critical Thinking
Read the directions for children on BLM 11.6 and guide them in answering the questions.

Responding
Read aloud the questions at the back of the book and help children complete the activities.

Target Comprehension Skill
Author’s Purpose  
Tell children an author writes a book for a reason, and readers can think about what the author wanted to do by finding details in the book. Model thinking about the author’s purpose:

Think Aloud

Why did the author write *In the Sea*? I think the author wanted to help me understand how interesting it would be to dive underwater and see different animals. Three very different animals are turtles, starfish, and dolphins. Those details help me figure out the author’s purpose.

Practice the Skill
Ask children why the author wrote the sentences on page 5 (to give information about sea turtles; to explain how the turtle moves through the water).

Writing Prompt
Read aloud the following prompt. Have children draw and write their response, using the writing prompt on page 6.

The diver sees different animals under the sea. Which animal would you want to see up close? Draw a picture of the animal.

Write about the animal.
English Language Learners

Front-Load Vocabulary Preview the book by showing children each photograph and reading aloud the words in the labels: diver, fish, stingray, turtle, flippers, rock, starfish, shell, crab, jellyfish, dolphin.

Oral Language Development

Check the children's comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: Where are the fish?</td>
<td>Speaker 1: What is next to the diver in this picture on page 4?</td>
<td>Speaker 1: What animals does the diver see in the sea?</td>
</tr>
<tr>
<td>Speaker 2: [Points to fish]</td>
<td>Speaker 2: A stingray is next to the diver.</td>
<td>Speaker 2: She sees fish, a stingray, a turtle, starfish, a crab, jellyfish, and a dolphin.</td>
</tr>
<tr>
<td>Speaker 1: Where is the turtle?</td>
<td>Speaker 1: What does the turtle use to swim?</td>
<td></td>
</tr>
<tr>
<td>Speaker 2: [Points to turtle]</td>
<td>Speaker 2: It uses its flippers.</td>
<td></td>
</tr>
<tr>
<td>Speaker 1: Where is the crab?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 2: [Points to crab]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responding

Author's Purpose

Why did the author write this book? What are three details that tell you this? Make a chart.

Think About It

Write the word that completes each sentence.

1. The diver swims away from the __________.
   - stingray
   - jellyfish
   - turtle

2. The diver takes a picture of a __________.
   - jellyfish
   - dolphin
   - stingray

Making Connections Think of another animal that lives in the sea. Draw a picture of the animal. Label your picture.

Name ____________________________
In the Sea

The diver sees different animals under the sea. Which animal would you want to see up close? Draw a picture of the animal.

Write about the animal.
Think About It

Write the word that completes each sentence.

1. The diver swims away from the _____________.
   stingray  jellyfish  turtle

2. The diver takes a picture of a _____________.
   jellyfish  dolphin  stingray

Making Connections Think of another animal that lives in the sea. Draw a picture of the animal. Label your picture.
### In the Sea • LEVEL D

#### Selection Text

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A diver swims under the sea.</td>
</tr>
<tr>
<td>3</td>
<td>Fish swim in the water, too.</td>
</tr>
<tr>
<td>4</td>
<td>The diver swims and looks. She sees a stingray on the sand.</td>
</tr>
<tr>
<td>5</td>
<td>A turtle swims by. It uses its flippers to swim in the sea.</td>
</tr>
</tbody>
</table>

#### Behavior Code Errors

- **Read word correctly**: ✓
- **Repeated word, sentence, or phrase**: ⊗
- **Substitution**: cut
- **Self-corrects**: cut sc
- **Insertion**: the
- **Word told**: ⊗

#### Comments:

**Accuracy Rate**

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{37} \right) \times 100
\]

**Self-Correction Rate**

\[
\text{Self-Correction Rate} = \left( \frac{\# \text{ errors} + \# \text{ Self-Corrections}}{\# \text{ Self-Corrections}} \right)
\]