

Here's What You'll Get in the Weird Sea Creatures Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

1
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

3
Summary

Think of the weirdest sea creature you've ever seen. Is it the octopus, with its eight long arms and bulging eyes? Maybe it's the jellyfish, with its stinging tentacles. Did you know that scientists believe there may be thousands of mysterious creatures in the ocean that haven't been discovered yet? In this nonfiction text *Weird Sea Creatures* by Laura Marsh, you will learn amazing facts about sea creatures – like how they catch their prey, how they survive without eyes, and even how some creatures can make light all by themselves.

Link to What You Know

- Give an example of a time a book answered a question that you wondered about.
- Look at the photograph and title on the front cover of the book. Make a list of questions you hope will be answered in the book. Keep your list to use with the Reader's Notebook prompt.

Important Words to Know and Understand

Submersible – An underwater craft used to explore and gather information.

Venom – A liquid some animals make that can cause stinging, pain, or death.

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about, where or when the story takes place.

Lastly, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Asking Questions Lesson Plan

3
Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Understand the text
- Stop from time to time. Ask yourself if you've found the answers to your questions

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3 – Look at the table of contents on this page. What questions do you have about the chapter titles in this book? How does asking questions before you read a book help you become a better reader?

Pages 6 and 7 – Look at the text, photographs, and labels on these pages. What are you wondering about?

Pages 16 and 17 – Name one fact you learned about the gulper eel on this page. What is one question you have about the eel? How will knowing the answer to your question help you as a reader?

Page 22 – Look at the photograph and the label on this page. What facts can you learn from these features of nonfiction text? What does this photograph make you wonder about?

Page 29 – Look back at the photographs of the blobfish on this page. What are three questions you have about this fish? Where could you go to find answers to your questions?

Time to Reflect

Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading this book. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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Identifying the Author's Purpose

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Answer Key for Asking Questions with Weird Sea Creatures

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Look at the table of contents on this page. What questions do you have about the chapter titles in this book?

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Answer Key for Visualizing with Weird Sea Creatures

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Author's Purpose

Making Predictions

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Answer Key for Identifying the Author's Purpose with Weird Sea Creatures

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Answer Key for Retelling and Summarizing with Weird Sea Creatures

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Retelling and Summarizing

Visualizing

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Asking Questions

Author's Purpose

Making Predictions

Retelling and Summarizing

Visualizing

Vocabulary Connections Resources

Important Words to Know and Understand in Weird Sea Creatures Word List

Vocabulary Connections

Weird Sea Creatures
By: Laura Marsh
Grade Level: 2 / Guided Reading Level: L

Important Words to Know and Understand in Weird Sea Creatures

Bioluminescence
Light that an animal makes by itself

Camouflage
An animal's natural color or form that blends in with what is around it

Feelers
A movable part of an animal that is used for touching things

Fins
A thin flat part that sticks out from the body of a fish and is used in moving or guiding the fish through water

Lure
A body part on an anglerfish that glows to attract prey

Predator
An animal that hunts and eats other animals

Prey
An animal that is eaten by another animal

Submersible
An underwater craft used to explore and gather information

Tentacles
Long, flexible arms of an animal (such as an octopus) that are used for grabbing things and moving

Venom
A liquid some animals make that can cause stinging, pain, or death

Vocabulary Word List | ©BookPages.com

Vocabulary Connections

Weird Sea Creatures
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Bioluminescence **Camouflage** **Feelers**

Fins **Lure** **Predator**

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

Weird Sea Creatures
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Grade Level: 2 / Guided Reading Level: L

Prey **Submersible** **Tentacles**

Venom

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

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Prey **Submersible** **Tentacles**

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Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections

Weird Sea Creatures
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Prey **Submersible** **Tentacles**

Venom

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Word Games with Words from Weird Sea Creatures

Word Bank
CAMOUFLAGE
FINS
LURE
PREY
SUBMERSIBLE
VENOM

Answer Key
Weird Sea Creatures

Word Bank
CAMOUFLAGE
FINS
LURE
PREY
SUBMERSIBLE
VENOM

Name: _____

Word Games and Answer Key

Vocabulary Word Extension Activities

Vocabulary Connections

Weird Sea Creatures
By: Laura Marsh
Grade Level: 2 / Guided Reading Level: L

Prey **Submersible** **Tentacles**

Venom

Independent Word Exploration | ©BookPages.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

Weird Sea Creatures
By: Laura Marsh
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
Consonant Digraphs: -sh, -ch, and -th sounds

Background:
The letters -sh, -ch, and -th each make their own sound. These digraphs can occur at the beginning, middle, or end of a word.

Examples:

-sh	-ch
shop	much
ship	chance
shock	churn
sharp	chop
shell	chop

Materials and Preparation:

- A copy of *Weird Sea Creatures*
- Chart paper
- Marker
- Sticky notes
- Prepare 'sh, ch, and th' fishing net
- Exploration
- Prepare 'sh, ch, and th' sounds
- Optional - see Extend Engagement
- Optional - Word Detective

Word Work

Weird Sea Creatures
By: Laura Marsh
Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

sh	ch	th
dash	chip	three
fish	which	thick
she	punch	tooth

Step 2: Connect Word Work to Reading

Extend Engagement

- Explain to students that there are some words in the book that make the 'sh, ch, or th' sounds but that are spelled differently.
- Challenge them to flip through the book and find as many words as they can that make one of the sounds, but that is spelled using different letters.
- Have students circle the letters that make the sound in the words they found.

Optional Activity to Extend Engagement

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work

Weird Sea Creatures
By: Laura Marsh
Grade Level: 2 / Guided Reading Level: L

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to students that they are now going to practice what they've learned by playing a game called "Go Fish."
- Break students into pairs.
- Give each pair a set of Sound Fish and a "sh, ch, and th" fishing net.
- Students should work together to read the words on the fish and sort the words into the correct net.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the 'sh, ch, and th' sounds practice page.
- Read through the directions with the class and then allow students to complete the page individually, monitoring students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words with the consonant digraphs -sh, -ch, and -th sounds based on the work they completed.
- Invite students to turn and talk with a partner about their Word Work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **consonant digraphs -sh, -ch, and -th sounds** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart. (Review the added sticky notes with the class later in the day or before moving on to the next Word Work lesson).
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activity

Prep: Copy and cut out one set of fish per pair of students.

shop	brush
splash	sharp
shrink	shape

©BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: -sh, -ch, and -th sounds
Extension Activity







Directions:
Be a word detective!
Be on the lookout for the **-sh, -ch, and -th sounds** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Independent Word Practice | ©BookPagez.com

-sh, -ch, and -th sounds
Word Work Practice Page

Directions:
Color the digraph that goes each picture.

	sh ch th		sh ch th
	sh ch th		sh ch th
	sh ch th		sh ch th

Name: _____ Independent Word Practice | ©BookPagez.com

Assessments

Running Record				
Title: Weird Sea Creatures		Guided Reading Text Level: L	Word Count: 100	
Name: _____ Date: _____				
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____				
Easy 95 % - 100 % Accuracy		Instructional 90 % - 94 % Accuracy	Hard 50 % - 89 % Accuracy	
<div>E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual</div>				
Page		E	SC	INFORMATION USED M S V
4	Strange But True			
5	Many strange sea creatures live in the ocean. Some are beautiful. Some are ugly. Some are cute, and some are scary. Weird sea creatures are strange for a reason. The funny way they look and the strange things they			
Tested By: _____ ©BookPagez.com				

Running Record Assessment

Weird Sea Creatures CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about Weird Sea Creatures to answer each of the following questions.		
1. Which of these is NOT a detail found in this book?		
<input type="radio"/> (A) Survival Skills <input type="radio"/> (B) How to Catch a Fish <input type="radio"/> (C) Submersibles <input type="radio"/> (D) Bioluminescence		
2. Which of these best describes the main idea of this book?		
<input type="radio"/> (A) Scientists have discovered many strange sea creatures to survive. <input type="radio"/> (B) Sea creatures are dangerous and scary. <input type="radio"/> (C) There are only a few types of sea creatures. <input type="radio"/> (D) All sea creatures are fish.		
3. Which of these best describes the sequence of events in the book?		
<input type="radio"/> (A) The anglerfish jumps from the water to catch its prey. <input type="radio"/> (B) The anglerfish hides behind rock and waits for its prey. <input type="radio"/> (C) The anglerfish fish uses stinging tentacles to catch its prey. <input type="radio"/> (D) The anglerfish uses its glowing lure to attract its prey.		
4. Where is the best place to look in this book to find the answer to the question, "What are some of the most dangerous sea creatures?"		
<input type="radio"/> (A) Table of Contents <input type="radio"/> (B) Front Cover <input type="radio"/> (C) Glossary <input type="radio"/> (D) Stump Your Parents quiz		
5. What is the purpose of the captions found in this book? (RI.2.5)		
<input checked="" type="radio"/> (A) The captions tell more about the photographs in the book. <input type="radio"/> (B) The captions give the definition of unknown words in the book. <input type="radio"/> (C) The captions tell the chapter titles and page numbers in the book. <input type="radio"/> (D) The captions tell the name of the title and author of the book.		
6. Which of these best explains the author's purpose for writing this book? (RI.2.6)		
<input type="radio"/> (A) The author wants to persuade the reader to become a scientist. <input type="radio"/> (B) The author wants to entertain the reader with a story about fish. <input type="radio"/> (C) The author wants to make us laugh with jokes about fish. <input checked="" type="radio"/> (D) The author wants to teach the reader about interesting sea creatures.		
7. Why did the author choose to include the submersible diagram on page 27? (RI.2.7)		
<input type="radio"/> (A) The diagram tells the reader how to pronounce the word submersible. <input checked="" type="radio"/> (B) The diagram helps the reader visualize how far the submersible can dive. <input type="radio"/> (C) The diagram tells the reader the definition of the word submersible. <input type="radio"/> (D) The diagram shows the sequence of a sea anemone stinging and eating its prey.		
8. Which of these is NOT a detail the author includes in the book to prove that sea creatures use their bodies to survive? (RI.2.8)		
<input type="radio"/> (A) The viperfish's big eyes help it see in the dark and find prey. <input checked="" type="radio"/> (B) Scientists use submersibles to dive deep in the ocean and study sea creatures. <input type="radio"/> (C) The stonefish uses camouflage to blend in with its surroundings. <input type="radio"/> (D) A moray eel's sharp teeth help it catch prey.		
9. According to the text in the chapter "Strange Senses," how are sea cucumbers and hagfish similar? (RI.2.9)		
<input checked="" type="radio"/> (A) They both use senses other than sight to find food. <input type="radio"/> (B) They both have tentacles. <input type="radio"/> (C) They both have big eyes. <input type="radio"/> (D) They both have sharp teeth.		
CCSS Assessment 2nd Grade Reading Standards for Information BookPagez.com		

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____
Directions: Imagine you are a scientist just discovered a new sea creature. Complete the chart below to describe the sea creature you discovered.
What is the name of your sea creature?
How was your sea creature discovered?
Draw a picture of your sea creature. Label its body parts and explain how it uses its body.
Choose one sea creature from the book <i>Weird Sea Creatures</i> to compare and contrast with your sea creature. Use the Venn diagram to show how the sea creatures are similar and different.
Extension Activity ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
Weird Sea Creatures Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with <i>Weird Sea Creatures</i> correlate with the following English Language Arts Common Core State Standards for second grade. Asking Questions Lesson Plan and Resources Reading: Informational Text RI.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension. Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question. Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy). Weird Sea Creatures CCSS Alignment ©BookPagez.com	Weird Sea Creatures Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with <i>Weird Sea Creatures</i> correlate with the following English Language Arts Common Core State Standards for second grade. Asking Questions Lesson Plan and Resources Reading: Informational Text RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.8 - Describe how reasons support specific points the author makes in a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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Weird Sea Creatures CCSS Alignment ©BookPagez.com	Weird Sea Creatures Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with <i>Weird Sea Creatures</i> correlate with the following English Language Arts Common Core State Standards for second grade. Visualizing Lesson Plan and Resources Reading: Informational Text RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
Weird Sea Creatures Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with <i>Weird Sea Creatures</i> correlate with the following English Language Arts Common Core State Standards for second grade. Vocabulary Lesson Plan and Resources Language L.2.4a - Use the sentence-level context as a clue to the meaning of a word or phrase. L.2.4b - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). Weird Sea Creatures CCSS Alignment ©BookPagez.com	Weird Sea Creatures Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with <i>Weird Sea Creatures</i> correlate with the following English Language Arts Common Core State Standards for second grade. Word Work Lesson Plan and Resources Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension. Weird Sea Creatures CCSS Alignment ©BookPagez.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Weird Sea Creatures Super Pack

5 Comprehension Strategy Practice Pages

Identifying the Author's Purpose Practice Page

Tu turno para practicar: Identificar el propósito del autor con Criaturas marinas extrañas (Weird Sea Creatures)

Páginas 18 y 19:
El autor incluye una característica de texto de no ficción llamada etiqueta con las fotografías en estas páginas. ¿Por qué el autor eligió incluir estas características?

¿Cómo te ayudan como lectora?

Página 27:
Mira el diagrama en esta página. ¿Qué te enseña este diagrama sobre el sumergible llamado Alvin?

Página 32:
Describe la función de texto de no ficción que se encuentra en esta página.

¿Cuál fue el propósito del autor al incluir esta característica del texto en el libro?

Nombre: _____ @BookPagez.com

Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Identificar el propósito del autor con Criaturas marinas extrañas (Weird Sea Creatures)

Páginas 8 y 10:
El autor hace una pregunta en cada una de estas páginas. ¿Cuál crees que fue el propósito del autor al incluir preguntas en el texto?

Las respuestas varían. Podrían incluir: El autor probablemente quería ayudarme a seguir interesado en el libro.

¿Cómo te ayudan estas preguntas mientras lees?

Las respuestas varían. Podrían incluir: Estas preguntas me ayudan a prepararme para aprender nuevos datos sobre extrañas criaturas marinas.

Página 14:
Mira la palabra **bioluminiscencia** en esta página. Hay un montón de letras dentro de un conjunto de paréntesis al lado de la palabra. ¿Cuál es el propósito de los paréntesis?

La información entre paréntesis le dice al lector cómo pronunciar las palabras.

¿Por qué el autor incluye esta información?

El autor eligió incluir esto porque algunas de las palabras son difíciles, lo que ayudará al lector a entender cómo pronunciarlas.

Nombre: _____ @BookPagez.com

Hacer preguntas con Criaturas marinas extrañas (Weird Sea Creatures)

Tu turno para practicar: Hacer preguntas con Criaturas marinas extrañas (Weird Sea Creatures)

Hacer predicciones con Criaturas marinas extrañas (Weird Sea Creatures)

Tu turno para practicar: Hacer predicciones con Criaturas marinas extrañas (Weird Sea Creatures)

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Tu turno para practicar: Hacer predicciones con Criaturas marinas extrañas (Weird Sea Creatures)

Volver a contar y resumir con Criaturas marinas extrañas (Weird Sea Creatures)

Tu turno para practicar: Volver a contar y resumir con Criaturas marinas extrañas (Weird Sea Creatures)

Volver a contar y resumir con Criaturas marinas extrañas (Weird Sea Creatures)

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Asking
Questions

Making Predictions

Retelling &
Summarizing

Visualizing

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Asking Questions

Author's Purpose

Making Predictions

Retelling & Summarizing

Visualizing

Extension Activity

Nombre: _____ Fecha: _____

Direcciones:

Imagina que eres un científico que acaba de descubrir una nueva criatura marina. Completa el siguiente cuadro para describir la criatura marina que descubriste.

¿Cómo se llama tu criatura marina?

¿Cómo se descubrió tu criatura marina?

Haz un dibujo de tu criatura marina. Etiqueta las partes de su cuerpo y explique cómo usa su cuerpo.

Elige una criatura marina del libro *Criaturas marinas extrañas* para compararla y contrastarla con tu criatura marina. Usa el diagrama de Venn para mostrar cómo las criaturas marinas son similares y diferentes.

