Title: **A Sea Star** Level: D-6 ISBN: 0-8136-2041-4 Publisher:\_Modern Curriculum Press

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. **was this** **ar- bar, far, tar, star, start**

2. **has have** **or- born, storm, more, shore**

3. **but**

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

**Show the cover of the book. It shows us the main idea or special feature we will learn about today. What do you think the big idea is?**

**This informational book will tell us many interesting things about a sea star.**

**Do you know what a sea star is?**

**Its name is a clue about where it lives. Where do you think it lives? (the sea or ocean)**

**What does the sea star’s shape look like?**

**Show p. 8- Read this page together and talk about the tube feet. (use a straw to help the kids understand what a tube is) Look at the close-up- help the kids understand what the photograph is trying to help us understand.**

**Let’s read and really look at the pictures to learn some details about the sea star and how its body parts help it live in the ocean.**

Difficult Words/Vocabulary – **born, found, shore, tube, hard, arms, storm**

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

**Good readers use the pictures and words to think about the book as they read.**

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

**What did you learn about starfish?**

**Look at p. 6-7. What do find out on this page? (some starfish have 5 arms, some have more than five)**

**Look at p. 9. What is this sentence and photo letting us understand? (although a sea star has five legs, it can’t move or go very far)**

**Look at p. 10-11 What are these star fish doing? (the water is moving quickly over them and they are holding on to the rocks so they don’t get carried away)**

**What colors do we know sea stars can be?**

**Look at 12-13. The photo shows a clam shell that is closed. It has very strong muscles that hold it closed tightly. On p. 13, the sea star is using its muscles to force the clam shell open.**

**p. 14-15 After the sea star opens the clam, look at how it is eating the clam! Now we know the sea stars eat clams. Use sentences to describe the sea star’s mouth. The sea star’s mouth is in the middle of its body.**

**Read p. 16 together. Why do you think the author ends this book with the sentence “Come see sea stars any time.”? She hopes that someday we will all be able to see a real sea star. We can use what we learned today and study the sea star. We can count its arms and notice its color. We can look in the center to see if we can see its stomach.**

**We can appreciate the sea star and leave it in its home because we know it needs the sea or the ocean to stay alive.**

Return to the teaching point:

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

**Draw a picture of a sea star. Label its body parts. Draw the surroundings that help it stay healthy and alive.**