

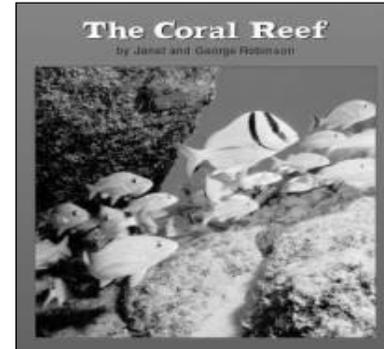
The Coral Reef

Author and Photographer Janet and George Robinson

8 pages ■ 551 words

Fountas and Pinnell Level L

Intervention Level 21



The Coral Reef

SYNOPSIS

Unique photographs and descriptive text introduce readers to the fascinating undersea world, its fragile beauty, and the importance of sea corals

WHAT THE BOOK OFFERS

- Nonfiction expository text in third person and present tense
- Features include – table of contents, pronunciation guide, index, boldface headings (chapter titles), photographs, and captions
- Simple, compound, and complex sentence structures
- Specialized vocabulary with definitions in the text
- Opportunities to sustain effort and meaning over long, challenging text
- Opportunities to work on accuracy and self-correction
- Phonics: Use letter-sound knowledge and chunking to read multi-syllable words fluently; use knowledge of word order (syntax) and context to confirm decoding
- Vocabulary: Use knowledge of individual words to decode compound words. Identify similes on pgs. 12 and 13. Use text’s explanatory phrases, set off by commas, to define specialized vocabulary (pgs. 13, 15, 16), develop the meaning of frequently used words
- Fluency: Opportunity to practice fluent reading of complex sentences with phrases and words set off by commas, semicolon, colon, and a dash
- Comprehension: Text of each chapter is structured — heading (chapter title) identifies topic; the first sentence is the topic sentence; followed by descriptive details. Students can practice identifying the main idea and supporting details of each chapter or locate facts in response to their own or teacher-made questions.

POSSIBLE SKILLS EMPHASIS

- Identifying key information and supporting details
- Integrating cues to decode and comprehend unfamiliar vocabulary
- Adjusting reading pace to cope with unfamiliar content and structures, while maintaining fluency
- Using punctuation to aid fluency and comprehension
- Summarizing and prioritizing information
- Asking relevant questions to comprehend text
- Answering clarifying questions to comprehend text

The Coral Reef (continued)

INTRODUCING THE BOOK

Today we will be reading a nonfiction book.

Have students preview the book to discover the kind of information it offers. Check that students preview the title, chapter titles, and photographs.

Is this a new topic for you? What do you know about a coral reef? Let's look at the table of contents again. What will be addressed in the book?

Let's look at the index. Do some of these words look familiar? What challenges do you think you should be prepared for? Since the topic is unfamiliar, how will that influence how we read the book?

As we read we are going to pay special attention to the way the authors organize the information.

FOCUS OF INSTRUCTION

Students read pgs. 2 & 3 silently.

Tell me in your own words what we found out about a coral reef on these pages?

Which new information is most important? Which facts will you need to remember?

The teacher records the main ideas on a concept map or some other type of graphic organizer, modeling for students how to write the notes in phrases.

Follow this same procedure for each chapter.

After a few chapters, students should notice a pattern — the first sentence contains the main idea and the other sentences provide descriptive details about the main idea. The main idea is the *hook* that other information hangs on.

Students read pages 14 & 15.

Why did the authors title these pages "Conclusion?" What is a conclusion?

What do you think was the authors' purpose in writing this book?

On pg. 15 the authors give an opinion about protecting coral reefs.

Who might have a different point of view on that topic?

FOLLOWING THE READING

ORAL DISCUSSION

■ *How did the authors' style and the content influence the way you read the book?*

■ *What did you learn from the authors that you might find helpful in your own writing?*

■ *Discuss new vocabulary. What new words did you learn? Which of those might you Use? How will you remember them?*

■ *Brainstorm "I wonder" questions generated by the text.*

For Example: Exactly how do pollution, destructive fishing, careless boating, diving, snorkeling, tourists, and global warming damage a coral reef?

The web sites listed on pg. 16 would be a good place to start looking.

WRITING POSSIBILITIES

■ *Students make a graphic organizer and use the main ideas on the graphic organizer to write a summary of the book together.*

■ *Help students do research and publish the information. Attach the report to the back cover of the book.*



The Coral Reef (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>The differences between CONTENTS and INDEX are . . . This book is a non-fiction book about . . . and I learned . . .</i>
USE YOUR MEMORY	<i>What are baby fish that hatch from fish eggs called? Why does the trumpet fish come to the coral reef? How does the balloon fish, or puffer fish, protect himself when he's frightened? Where does it tell you in the book?</i>
WHAT'S YOUR OPINION?	<i>Look at the CONTENTS on the title page. Pick ONE chapter you think people MUST read if they want to learn about coral reefs? Why did you pick that one? What is camouflage and how do fish use it in the coral reef? If you forgot, reread Chapter 4.</i>
BE CREATIVE	<i>Look at the topics in the INDEX on the inside back cover. Pick one topic that is the most interesting to you. Go read about it. Then write about it in your own words. What did you learn? Then draw a picture of a Coral Reef. Use the book to help you with details such as colors (page 2) and shapes (page 3) and fish (lots of pages!)</i>
VOCABULARY AGENT	<i>On page 9, what does the word "disguise" mean? On page 4, what does the word "stirring" mean? On page 12, what does the word "predators" mean? On page 2, what does the word "skeletons" mean? On page 15, what does the word "endangered" mean?</i>