



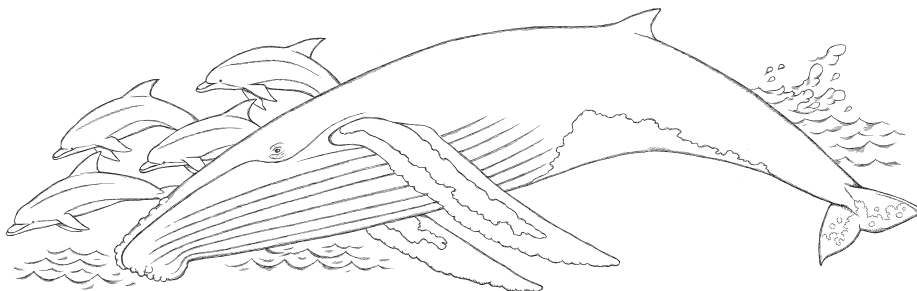
SEASHORE ACTIVITY BOOK TEACHER'S MANUAL

The *Seashore Activity Book* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On pages 2–3, the *Seashore Activity Book* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



SEASHORE ACTIVITY BOOK

TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.1.1 Ask and answer questions about details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use the various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>
<p>Foundational Skills</p>	<p>RF.1.3, RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4, RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>Writing</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>

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<p>Writing, continued</p>	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Speaking and Listening</p>	<p>SL.1.1, SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 1 (grade 2) topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p>Language</p>	<p>L.1.1, L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2, L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.4, L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 (grade 2) reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>

SEASHORE ACTIVITY BOOK

Summary

The book uses pictures, text, and activities to teach children about creatures living in seashore habitats.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Show children the cover and read the title with children. Then read the Publisher’s Note. Ask children to close their eyes and imagine walking on the beach. Ask them to describe what they see, smell, hear, and feel. Discuss what this book will be about. (SL.1.4, RI.2.6, SL.2.4)• Ask children what they know about the sea. Show children a map of the United States and identify the states with seashores. Have a discussion about what kinds of creatures live in and near the sea. (SL.1.1.a, SL.1.1.b, SL.2.1.a, SL.2.1.b)
	Present a Reading Routine <ul style="list-style-type: none">• Show children the pictures on each page and have them read the labels or captions or tell what the picture is about. As needed, help children use word analysis or phonics skills to decode the words. (RI.1.5, RF.1.3, RI.2.5, RF.2.3)• Help children read the information on the bottom of page 1. Ask them questions about key details from the text. Encourage children to retell the directions in their own words. Continue this procedure with other pages. (RI.1.1, RI.1.2, RF.1.4, SL.1.2, RI.2.1, RF.2.4)
	Provide Activities for Reading <ul style="list-style-type: none">• Have children identify sea creatures on the pages with many different plants and animals (pages 1, 16–18, 20–21, 31, 35, 40). Write the names of the creatures on the board for the children to read, and ask them to describe each plant or animal in detail. (RI.1.7, SL.1.4, RI.2.7)• Have children complete the activities on pages 12–13 and 22–23. Discuss the names of the birds and sea animals. Ask children how they think the sea creatures got their names. Use examples such as the following: <i>Sandpipers/sanderling have the word sand in their names; black skimmers skim the water; bottlenose dolphins have rounded noses.</i> (RI.1.3, RI.1.4, RI.1.7, L.1.5.c, RI.2.3, RI.2.4, RI.2.7, L.2.5.a)• Read pages 34 and 37. Ask children to describe the difference between scuds and beach fleas and the difference between green shore crabs and ghost crabs by looking at the pictures. Describe their bodies and legs, and then complete the activity. (RI.1.1, RI.1.7, SL.1.4, L.1.1.f, RI.2.1, SL.2.2)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Have children give a speech with a description of a sea creature from the first-person perspective. Provide this example: <i>I live in the sea and on the shore. I have ten legs and two pincers. What am I?</i> (a crab) Have children describe where the creature lives and what the creature looks like without telling the name of the creature. Have the class guess. (SL.1.1.a, SL.1.4, SL.2.1.a, SL.2.2)• Language Skills: Have children name adjectives that describe sea creatures and write them on the board (for example, small, large, soft, slow). Then have children choose an animal and give a sentence that includes one of the adjectives on the board. (L.1.1.f, L.1.2.d, L.2.2.d)

SEASHORE ACTIVITY BOOK

Vocabulary	
Summary Have children use the following strategies to understand new vocabulary words related to <i>Seashore</i> .	
Vocabulary Activities	<p>Matching Categories</p> <p>Teach children categories of sea creatures such as mammals, fish, and birds. As children identify sea creatures, have them identify a category for the creature. (L.1.5.a, L.1.5.b, L.2.4.a, L.2.4.d)</p>
	<p>Understanding Names</p> <p>Have children identify the sea creatures whose names match their appearance. For example, on pages 8–9 and page 15, the worms and shells’ names often match their characteristics or appearances (measeled cowries have spots, common sundial is spiral-shaped, horned flatworm is flat). (RI.1.6, L.1.4.a, L.1.5.c, L.2.4.a, L.2.5.a)</p>
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	<p>Narrative Writing</p> <p>Tell children that every story has a beginning, middle, and end. Have them complete the activity on page 14. Then ask children to write a story about the seagull and the fish. Provide an example: <i>Seagull spotted a fish on the beach. The fish asked for help. Seagull picked up the fish and then dropped it back in the sea. The fish was happy to be back in the water.</i> (W.1.3, L.1.1.c, W.2.3, L.2.1.d)</p>
	<p>Informative/Explanatory Writing</p> <p>Have children write an informative text about one of the sea creatures from the book. Have children describe the sea creature’s appearance as well as one interesting fact about the sea creature. Use the following example: <i>Great white sharks are gray on top and white on bottom. They have fins. They eat other fish. Sharks can grow new teeth.</i> (W.1.2, L.1.1.c, W.2.2, L.2.1.b)</p>
	<p>Opinion Writing</p> <p>Have children write an opinion piece about the sea creature they feel is the most interesting or the strangest. Have children state their opinion and provide reasons. Begin the writing activity with this example: <i>Sea horses are the most interesting sea creatures because they are different from other fish. They do not look like horses, but they do have long heads.</i> (W.1.1, L.1.1.j, W.2.1, L.2.1.f)</p>

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