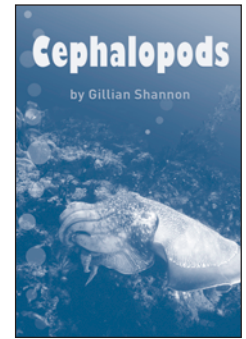


Cephalopods



by Gillian Shannon

Book Summary

Cephalopods are animals that have a soft body and arms that grow out of their head. This book has detailed information about squid, octopi, and nautilus. Photographs and diagrams provide added interest.

Features of the Book

- Captioned photographs and illustrations
- Comparisons to convey meaning – *giant squid can grow to be the same length as a bus; has eyes the same size as the lights on a bus*
- Measurements
- Similes – *like a balloon full of air; like a wrinkled sack*
- Specialized vocabulary – *coral reef, cuttlefish, gastropods, nautilus, octopus, predators, prey, squid, suckers*

Word Study Opportunities

- Double consonants – *bottle, cuttlefish, fills, shells*
- Double vowel “oo” – *balloon, zoom*
- Initial blend “squ” – *squeezed, squid*
- Prefix “sub” – *submarine*

Purpose

Cephalopods can be used to introduce and reinforce the following standards-related skills:

- S** asking and answering questions about a text;
- S** using context clues and prior knowledge to understand unfamiliar words;
- S** inferring meaning;
- PhS** exploring multisyllabic words through segmenting;
- S** interpreting information in diagrams, charts, and graphs;
- S** using descriptive language.

The Guided Reading Lesson

- S** Asking and answering questions about a text
- S** Using context clues and prior knowledge to understand unfamiliar words
- S** Inferring meaning

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: the blackline master, markers, and a pencil for each child

Introducing the text

Look at the cover of the book and read the blurb on the back cover together. Discuss the pronunciation guide.

Write “Cephalopods” on chart paper. Read it aloud. Together, practice saying the word.

– *What do you think a cephalopod could be?*

Write the children’s ideas on the chart.

– *What ocean animals might be cephalopods?*

– *What would you like to learn about cephalopods?*

Add the children’s ideas and questions to the chart.

Together, read about the author to find out how she learned about cephalopods.

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Discuss the contents page. Explain the irregular plurals “squid” and “octopi.” Ask the students to read chapter 1 silently, and then discuss who is telling the story.

Ask the children to read chapter 2 silently.

- *What does this chapter tell us about cephalopods?*

Write the children's ideas on the chart.

- *Which words in chapter two were difficult to read?*
- *How did you figure out what they meant?*
- *How can the illustrations and the text around a difficult word help you to understand what it means?*
- *How can what you already know about animals help you?*

Ask the children to read pages 13 to 15.

- *How does a squid hide from its predators?*
- *Where in the text does it tell you that?*

Explain to the children that sometimes we learn more from a story than it actually tells us. This is called making inferences.

Discuss the diagram on pages 16 and 17, then ask the children to read to the end of the chapter.

- *Is a giant squid a scary creature?*
- *Where in the text does it tell you that?*

Day Two

Review the chart begun on Day One and add any new information. Encourage the children to add new questions to the chart.

Ask the children to read chapter 4.

- *What do the diagrams on pages twenty and twenty-two show?*
- *How do they help you to understand what you've read?*
- *What have you learned about octopi?*

When listening to the children's responses, point out examples of inferences. Encourage them to think beyond the information in the text.

Ask the children to read chapter 5 independently to find out how nautilus are different from other cephalopods. Add any further questions or answers to the chart.

Look at page 30 with the children.

- *Were you right about who is telling the story?*
- *How can we find out?*

Prompt the children to reread chapter 1 and the information about the author on the inside back cover. Discuss the way the author has used her own interests to write this book.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Exploring multisyllabic words through segmenting

Turn to the blurb on the back of the book and discuss the way “cephalopods” has been segmented. Ask the children to say each syllable aloud. Write “submarine” on the board.

- *How would you segment this word?*

Say the syllables aloud.

- *What other multisyllabic words are in the book? How would you segment them?*

Have the children practice segmenting these words orally as you write them on the board. Check that they are all able to hear and say the syllables clearly.

S Interpreting information in diagrams, charts, and graphs

Discuss the diagram on pages 16 and 17.

- *How else could this information have been presented?*
- *Why do you think a diagram was used?*
- *Is the diagram easy to understand?*
- *How could it be improved?*

Encourage the students to find other information in the text that could be presented as a diagram.

- *What would the diagram look like?*

S Using descriptive language

Write the following similes on the board:

“An octopus's head looks like a wrinkled sack.”

“The octopus has a mouth like a beak.”

Explain that when one thing is compared to another using the word “like,” it is called a simile. Write similes about the other ocean creatures in the text. (A squid glows like a light bulb. The squid squeezed the submarine like a tube of toothpaste.)

B The students can complete the blackline master on page 74.