

Lesson Plan

Fluent Plus
reading stage

Level O (34)

PERSPECTIVES



How important is the ocean to life on our planet?

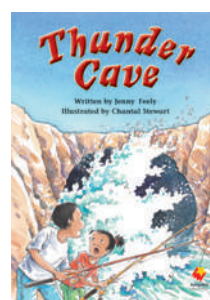
Contents

- The big blue ocean
- Ocean facts
- Speak out!
- Stop overfishing!
- Planet Ocean?

Paired connected texts



Seasons in the Kelp Forest explores how kelp grows in the sea during the four seasons and the different animals that live in and around the kelp.



In *Thunder Cave*, Keira and her dad go fishing. When they stop at Rick's shop to buy some bait, he warns them of the dangers of fishing at Thunder Cave. People have been washed off the rocks and never seen again.

Content vocabulary

canyons coastal Earth environment mountains ocean floor planet prey species tourism unexplored wildlife

Correlations with Standards

Reading: Informational text

Distinguish their own point of view from that of the author of a text.

Reading: Foundational skills

Read grade-appropriate irregularly spelled words.

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Speaking and listening

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERSPECTIVES Planet Ocean: How Important is It?



Key concepts

- The ocean is a fascinating and important environment.
- The ocean is vast and much of it remains unexplored.
- Some sea animals and plants are an essential food source for people.

Initiate ideas

Introduce the book

Ask: *What does the ocean mean to you?* Have students talk about this with a partner.

Show the students the front cover of *PERSPECTIVES: Planet Ocean: How Important is It?*

Say: *This book is about the ocean and why it is important. It has several texts that discuss different perspectives on **why** the ocean is so important.*

Read the title and ask: *Do you think the ocean is important? If so, why?* Discuss students' ideas.

Read the text

Give each student a copy of *PERSPECTIVES: Planet Ocean: How Important is It?* Have them browse through the book.

Have students turn to page 4, and read the introduction aloud to them. Ask: *What do you think about this question?* Have students share their ideas with the group.

Have students turn to pages 6 and 7. Say: *As you read this text, think about the statistics in it and what they mean. After you have read the text, take some time to view the map closely.*

Have students read the text independently. Ask: *What did you learn from this?* Have students talk with a partner and then share their ideas. Use students' ideas to record points on a group chart.

Respond to the text

Introduce the Graphic Organizer: Forming Opinions.

Ask: *Do you think the ocean is important? Why do you think this?*

Have students talk with a partner.

Say: *Write about your opinion in section one of your graphic organizer.*

Collect students' graphic organizers to revisit later.

Explore further

Read the text

Have students turn to pages 8 and 9. Read the introduction aloud to the students and then ask: *Does it surprise you that the ocean floor is like the surface of the earth?* Discuss.

Say: *As you read the text, make sure you look closely at the graphics.*

Have students read the text independently.

Ask: *What did you learn from the text? What new information did you find out about the ocean?* Have students talk with their partner.

Discuss as a group, and use students' ideas to add points to the group chart.

Ask: *Did the graphics help you to understand the information? How? What surprised you about this information? What do you still wonder about the ocean?* Discuss.

Have students turn to the "Speak out!" section on pages 10 and 11 and read the introduction.

Invite a student to read aloud one of the "speak outs" to the group. Ask: *What is your view on this opinion?*

Continue reading and discussing each "speak out" opinion in a similar manner.

Respond to the text

Revisit the group chart. Ask: *Do you have any new points we can add?* Add these to the chart.

Have students revisit their graphic organizers. Say: *Think about what you have read. Use this information to add to section two of your Forming Opinions charts.*

Collect students' graphic organizers to revisit later.

Draw conclusions

Read the text

Ask: *Do you eat fish? What other sea animals do you eat?* Discuss.
Have students turn to pages 12 and 13, and read the title to them. Ask: *What does “overfishing” mean?* Discuss.
Have students read the text independently.
Ask: *How does this text make you feel? What message do you get from it?* Use students ideas to add to the group chart.
Have students turn to pages 14 and 15, and read the introduction aloud to them. Say: *Talk with your partner about this image and the question posed.* Invite pairs to share their ideas, and discuss as a whole group.

Respond to the text

Make four large cards titled: “Food source,” “Tourism,” “Home to wildlife,” “A big part of our planet.” Have four students hold the cards at the front of the classroom. Say: *These are four reasons why the ocean is important. How would you rank them in order of importance?*
Invite a student to move the students holding the cards into their ranking order. Discuss, and then repeat with other students.
Have pairs of students revisit their graphic organizers. Say: *Think about everything you now know and add points to section three of your Forming Opinions charts.*

Bring it all together

Have students meet with their completed graphic organizers. Invite students to share their Forming Opinions charts at a group discussion. Use the students’ ideas to record points onto the group chart.
Discuss the various points of view and opinions that arise. During the discussion, encourage students to draw on information in the texts to back up their opinions.

Express opinions

Setting the task

Students can choose one or both of the following options as a way to show their thinking or express their opinion.

Writing

Have students respond by writing about their opinion.
Say: *Think about what you have learned about the ocean and why it is important.*
Present the Graphic Organizer: *How to write about your opinion* (see *PERSPECTIVES: Planet Ocean: How Important is It?*, page 16). Support students by guiding them through the steps involved.

1. Have students revisit the questions posed in the introduction on page 4. Ask: *What is your opinion about why the ocean is important?* Have students discuss with a partner.
2. Model how to find further information about the topic, or, if appropriate, students could do independent research.
3. Say: *Now that you have the information you need, you can write a plan. Use the graphic organizer to help you.*
4. Have students publish their writing. Say: *Think about the graphics or images you can include to support your written opinion.*

Digital slideshow

Have small groups of students create a digital slideshow that illustrates the reasons why they believe the ocean is important. Encourage students to use images and words to portray the information they want others to know about. Have the groups present their slideshows to the class.

Think tank	
If students are passionate about the issue, they may like to think about it further and take action. Have small groups of students discuss what they want people to know about the ocean and why it is important.	Have them develop five statements about the ocean and write these on long, colored strips of card. Groups could display their “ocean statements” on an information display board in a place at school where many people can see them.

Graphic Organizer: Forming Opinions

Is the ocean important? What do you think and why?

Section 1: My initial opinion

Section 2: Gathering information: What I have learned

Section 3: My informed opinion

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