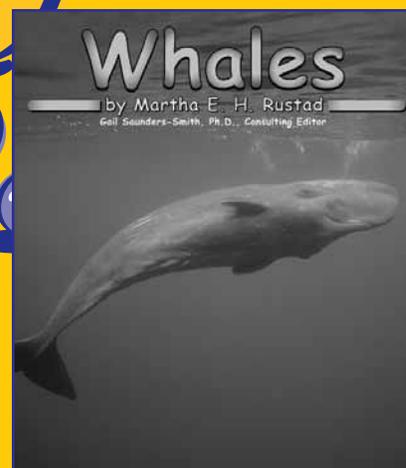
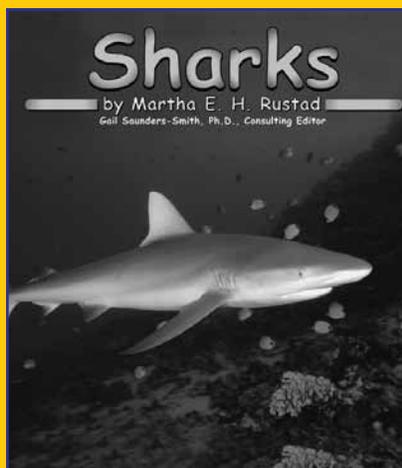
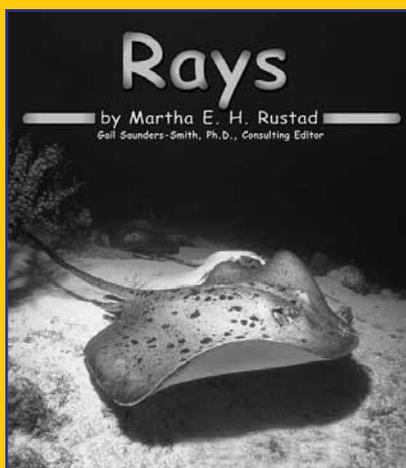
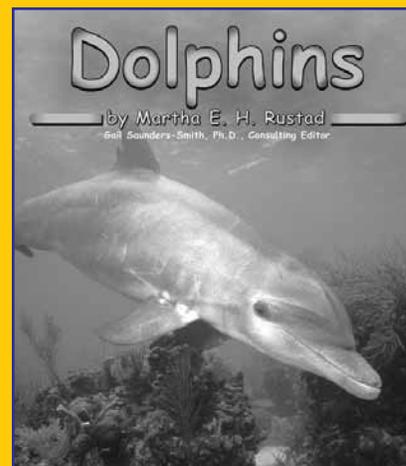
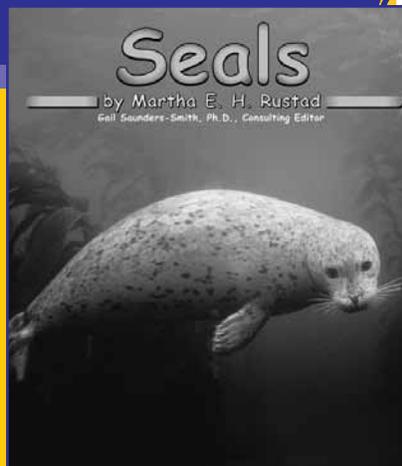
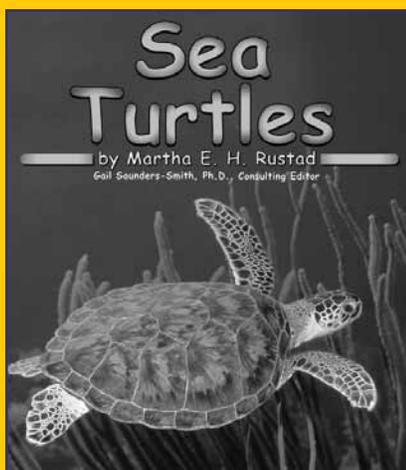


Teaching Guide for the Pebble Books Ocean Life II Set



ISBN 0-7368-9076-9

Sea Turtles

by Martha E. H. Rustad
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Sea Turtles

Early-Intervention Level for Reading Recovery®-type Programs*: 5
Guided Reading Level: D**

Supports

- Consistent print placement
- Only one sentence on a page

Challenges

- Concept vocabulary: *beak, egg, female, flipper, hatch, quickly, reptile, shell, swim*

Text Features

- High-frequency words: *a, are, can, from, have, in, on, the, to*
- Long /e/, spelled *ea* (*beak, sea*); initial /kw/, spelled *qu* (*quickly*); digraph /sh/, spelled *sh* (*shell, c* (*ocean*))

The Ocean Life II set supports these standards:

Benchmarks for Science Literacy:

Project 2061 (AAAS, 1995)

- Standard 5A and 5B, K-2

National Science Education Standards (NAS, 1996)

- Content Standard C, K-4

Geography for Life: National Geography Standards 1994

- Standard 4 and 8, K-4

Lesson for Guided Reading

Sea Turtles

Write the word *turtle* on the board, and invite students to share things they know about turtles. List their ideas. For example, students might recall that turtles have shells and move slowly. Ask if students think turtles live in the ocean. Help students read the title, and let them talk about the photograph.

First Reading

- On the title page, have students recognize and read the book title and author's name. Let them discuss the photograph.
- Challenge students to recall the purpose of a table of contents. Ask, "What do the numbers on the right stand for?"
- Have students read the first two words on page 5, commenting that they are the same as the book title. Ask them where this sea turtle is, then read to confirm their ideas.
- Have students read and recognize the words *sea turtles* on page 7. Model how to read the word *reptiles*.
- Explore pages 9 and 11 by pointing out that the sentence on each page is nearly the same. Have students identify each highlighted feature to complete the sentence.
- Help students sound out the word *flippers* in the label on page 12. Have them find the word in the text on page 13, then read the whole sentence.
- Ask students what the sea turtle on page 14 is doing. Have them say the word "swim," listening for the letter sounds they hear. Have them find this word in the sentence on page 15.
- Point out that the beginning word in the sentence on page 17 is different this time. Have them identify the objects in the sand on page 16. Ask, "Who usually lays eggs? Why?"
- Examine pages 19 and 21 by having students recognize the words *young sea turtles*. After reading, ask, "What do you think will happen to the young sea turtle once it reaches the ocean?"

Rereading

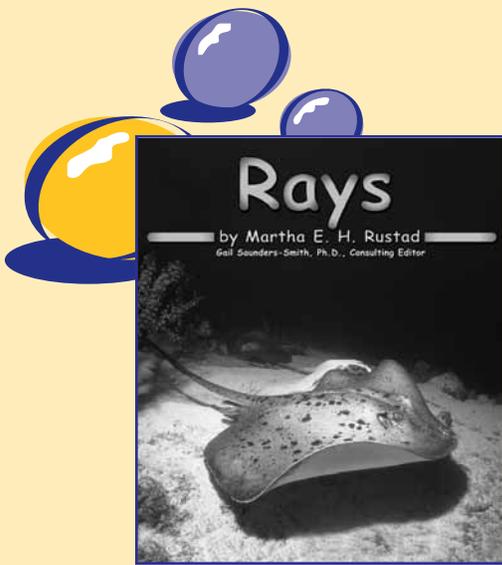
Let students read the book again in groups. Ask each group member to take a turn reading a page. Monitor the groups to make sure students understand basic concepts of print.

Teaching Points

Inflected word endings *-er* (*flippers*), *-le* (*turtle*), *-ly* (*quickly*); consonant /k/, spelled *k* (*beak*), *ck* (*quickly*)

Performance Assessment

Write the following sentence starter on the board for students to copy and complete: "Sea turtles have ____." Have students draw a picture with a label to illustrate their completed sentence.



Rays

Early-Intervention Level: 6

Guided Reading Level: D

Supports

- Some sentence repetition:
Rays have
- One sentence on a page

Challenges

- Concept vocabulary: *breathe, fin, fish, gill, hunt, mouth, ocean floor, predator, sting*
- Up to two lines of text on a page

Text Features

- High-frequency words: *a, and, are, for, have, that, the*
- Short /i/ (*fin, fish, gills, sting, wings*); initial l-blends (*clams, flat, floor*); initial r-blends (*breathe, crabs, predators*)

Lesson for Guided Reading

Rays

Cover the title, and challenge students to identify the animal on the cover. Elicit ideas, then reveal the title and help students read the name. Encourage them to predict what they will learn in the book. Write down their ideas to check later.

First Reading

- On the title page, ask students to read the title and the author's name. Let them compare this ray with the one on the cover.
- Turn to the table of contents. Say, "I think we're going to learn about what rays eat. How do I know?"
- Let students have fun describing the ray in the photograph on page 4. Read page 5 together.
- Encourage students to read the word in the label on page 6, then have them find the word on page 7.
- Ask students to examine and describe the ray's body on page 8. Have them read page 9 to confirm ideas.
- Have students read the word in the label on page 10. Then ask, "What do these fins look like?"
- On page 12, have students identify what the arrow is pointing to, then read the label to confirm their ideas. Have them find the word *tail* in the sentence on page 13.
- Mention that the word in the label on page 14 does not exactly match the word on page 15. Help students read *stinger* by breaking it into recognizable chunks: *st-ing-er*.
- Let students identify the featured body part on page 16 before reading page 17.
- Ask students what the ray on page 18 is doing. After reading page 19, ask, "Where do you think the ray finds its food?"
- Close with pages 20 and 21, asking students where in the ocean the ray is. Read to confirm their ideas.

Rereading

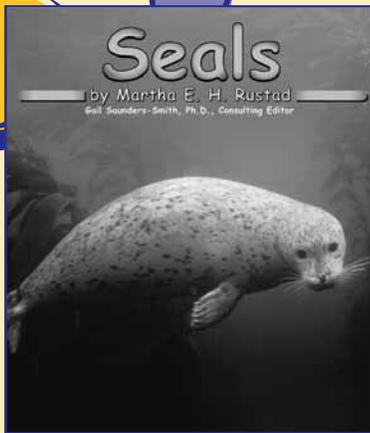
Encourage students to read the book again. Assess if students are able to work through difficult words on their own.

Teaching Points

Word family *-ing* (*sting, wings*); ending digraphs /sh/ (*fish*), /th/ (*breathe, mouth*); short /a/ (*clams, crabs, flat, have, that*)

Performance Assessment

Point out to students that most people might not know that a ray is a fish. Encourage students to work in groups to create an information poster with labels and sentences that explain how a ray is a fish. Let students copy this sentence starter onto their posters to guide their ideas: "A ray is a fish because ____."



Seals

Early-Intervention Level: 6

Guided Reading Level: D

Supports

- Some sentence repetition:
Seals have
- One sentence on a page

Challenges

- Concept vocabulary: *blubber, dive, fish, flipper, mammal, ocean, teeth, whisker*
- Up to two lines of text on a page

Text Features

- High-frequency words: *a, and, are, can, have, in, into, the*
- Long /e/, spelled *ea (eat, seal), ee (deep, teeth)*; inflected word ending *-er (blubber, flipper, whiskers)*; medial double consonants (*blubber, flipper, mammals*); long /o/, spelled *o (most, ocean)*

Lesson for Guided Reading

Seals

Show students the cover, and let them have fun identifying and describing seals. Encourage them to make barking seal noises to arouse interest. Ask students what they know about seals, and write their ideas on the board.

First Reading

- On the title page, have students read and recognize the word *Seals* and the author's name. Let them discuss the photograph.
- At the table of contents, ask, "What will we learn about on page 19? How do you know?"
- On page 5, ask them to identify the letter they see most in *mammals*. Have them make the /m/ sound, then insert the short /a/ sound. Talk about how a mammal differs from a fish.
- Ask students if this seal on page 6 is on land or in the water. Ask, "How is this different from a fish?"
- Ask students what is most prominent about the seal on page 8. Have them finger-trace the seal's nose, then its whiskers.
- On page 10, help students read the word in the label. Have them read any letter families they recognize, such as *flip* and *er*. Challenge them to find the word on page 11.
- On pages 13 and 15, point out to students the repeated phrase: *Seals have*. Have students recognize sounds in the new words, *fur, fat, and blubber*.
- Ask what is featured on page 16. Have students find the word *teeth* on page 17, then read the entire page.
- Ask students what the seal on page 18 is doing. Point out that *seals* and *eat* have the same spelling pattern and long /e/ sound.
- On page 20, discuss where the seal is. Ask, "How does he get here?" Then read page 21 to find out.

Rereading

Have students read the book again to partners. Remind students that as they read, they can refer to the photographs to find clues for meaning and words in the text.

Teaching Points

Long-vowel spelling pattern CVCe (*dive, nose*); r-controlled vowels (*sharp, four, fur, near*); digraph /sh/ (*fish, sharp*)

Performance Assessment

Invite students to draw a seal. Above it, instruct students to draw a large speech balloon. Within the balloon, encourage students to write a few sentences, from a seal's point of view, that tell about it. Prompt their ideas with sentence starters such as, "I am a seal. I have _____. I can _____."



Sharks

Early-Intervention Level: 6

Guided Reading Level: D

Supports

- High-interest topic
- One sentence on a page

Challenges

- Concept vocabulary: *fin, fish, gill, hunt, jaw, prey, rough, teeth*
- Very little repetitive text

Text Features

- High-frequency words: *and, are, have, of, to*
- R-controlled vowel *ar* (*are, sharp, sharks*); digraph */sh/* initial (*sharks, sharp*), final (*fish*); final consonant */k/*, spelled *k* (*sharks*), *ck* (*back*)

Lesson for Guided Reading

Sharks

Invite students to share what they know about sharks, and let them talk about the cover. Help them read the title, isolating the /sh/, /ar/, and /k/ sounds. Ask students what they hope to learn about sharks as they read the book.

First Reading

- On the title page, point out that the title and author's name are the same as on the cover. Discuss the photograph.
- Continue on to the table of contents. Ask, "On what page will we read about sharks and hunting?"
- Speculate with students to which animal group a shark belongs. Have them read the sentence on page 5 to find out. Ask them to point to the words with the /sh/ sound.
- Invite students to read the word in the label on page 6, then find the word on page 7. Talk about the purpose of the gills.
- Ask students what is shown close up on page 8. Have them consider if the skin is rough or smooth. Read to confirm ideas.
- On page 10, let students trace the arrows to the shark's body part, then have them read the labels. As they read the text on page 11, point out the repeated phrase: *Sharks have*.
- Cover up all the but the first line of text on page 13. After mastering this line, move on to the next.
- With page 15, mention that the letters *-ey* in *prey* make the long /a/ sound.
- On page 17, suggest that students find the words *sharks have*, then read the rest of the words.
- Ask students to finger-trace the shark's teeth on page 18. Write the word *sharp* on the board, pointing out how closely it looks like *shark*. Challenge students to find the word on page 19.
- Sum up with pages 20 and 21, asking students what the shark in the photograph is doing, then what it is eating.

Rereading

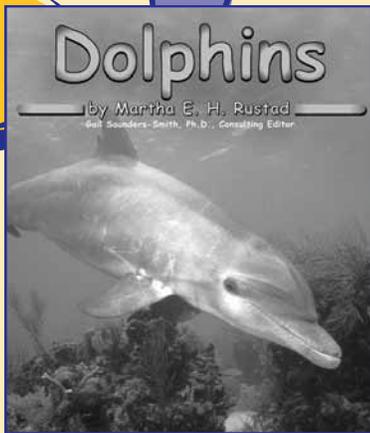
Invite students to read the books in small groups. Tell each group member to take a turn reading a page.

Teaching Points

Initial s-blends (*skin, swim*); short /i/ (*fins, fish, skin, swim*); short /u/ (*enough, hunt*); consonant /f/, spelled *gh* (*enough*)

Performance Assessment

Write the following sentence starter on the board for students to copy and complete: "I think sharks are ____ ." Challenge students to write a second sentence that explains why they think that. Encourage them to draw pictures with their sentences.



Dolphins

Early-Intervention Level: 7

Guided Reading Level: E

Supports

- One sentence on a page
- Some sentence repetition:
Dolphins have

Challenges

- Concept vocabulary: *blowhole, breathe, communicate, dorsal fin, echolocation, flipper, fluke, mammal*
- Several words with more than two syllables

Text Features

- High-frequency words: *a, and, are, can, have, in, to, with*
- Long /u/, spelled CVCe (*flukes, use*), oo (*food*), ou (*groups, through*), wo (*two*); compound words (*blowhole, echolocation*); consonant /f/, spelled *ph* (*dolphins*)

Lesson for Guided Reading

Dolphins

Pose this riddle to the class: “I like to jump, I like to play. I live in the ocean, but I breathe air anyway. Who am I?” Show them the cover, and challenge them to identify the animal.

First Reading

- At the title page, have students read the title and the author’s name. Let them have fun describing the dolphin’s expression.
- Examine the table of contents. Say, “I think we’re going to learn one way dolphins move. Which way is it?”
- Remind students that dolphins breathe air. Speculate what type of animal a dolphin is. Have students read page 5.
- Help students read the label on page 6. Explain that this word is made of two words. Have students cover first one word, then the other, to isolate *blow*, then *hole*. Challenge them to consider what the blowhole helps the dolphin to do.
- Explore pages 9, 11, and 13 in a similar way. First, point out that the first two words on each page are the same. Turn their attention to the labels on pages 8, 10, and 12. Let them trace the arrows, then identify the part and read the word in the label. Finally, have students read the entire sentence.
- On page 15, have students find the word *dolphins*, then read the rest of the words.
- Ask students what the dolphins on page 16 is doing. When someone suggests “talking,” help students think of a bigger word, and suggest “communicating.” Ask them to identify sounds in the word, then to find *communicate* on page 17.
- For page 19, help students read *echolocation* by modeling how to read the word in chunks.
- Ask students to describe the action on page 20, then read page 21 to confirm ideas.

Rereading

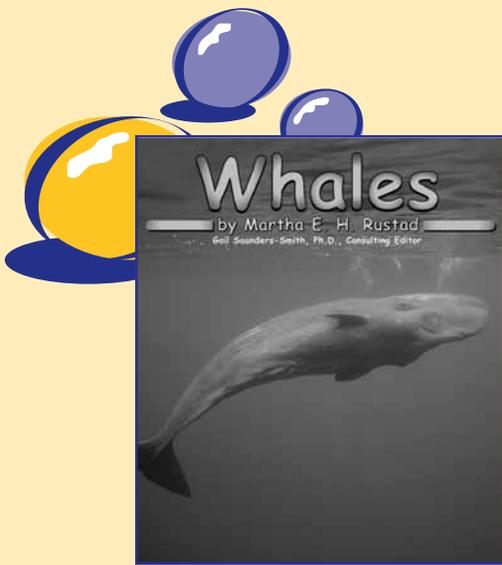
Have students read the book again in groups. Encourage group members to take turns reading and to help each other figure out the longer, unfamiliar words.

Teaching Points

Inflected endings *-al* (*dorsal, mammals*), *-er* (*flippers, other*); long /o/, spelled *o* (*echolocation, most*), *ow* (*blowhole*), CVCe (*blowhole*)

Performance Assessment

Invite students to work with a partner to write a dialogue between two dolphins. Suggest that they consider what dolphins might talk about, such as location of food, how high they can jump, and so on. Let them share their dialogues with the class.



Whales

Early-Intervention Level: 7

Guided Reading Level: E

Supports

- One sentence on a page
- Some sentence repetition: *Whales have, Some whales*

Challenges

- Concept vocabulary: *baleen, blowhole, blubber, breach, flipper, fluke, mammal, migrate*
- Up to two lines of text on a page

Text Features

- High-frequency words: *are, from, have, to*
- Initial l-blends (*blowholes, blubber, flippers, flukes, place*); long /a/, spelled CVCe (*migrate, place, whales*), *ai* (*tail*), *a* (*baleen*); final digraphs /ch/ (*breach*), /th/ (*breathe, teeth*)

Lesson for Guided Reading

Whales

Ask students which is the biggest animal on the planet. Mention that it lives not on land, but in the ocean. Confirm that it is a whale—the blue whale. Let students comment on the cover. Ask what they think they will learn about whales as they read. Write down their ideas to check afterward.

First Reading

- Ask students to find the word *whales* on the title page, along with the author's name. Let them talk about the photograph.
- Move on to the table of contents. Ask, "What will we learn about on page 15? How do you know?"
- Ask students to compare the size of the whale with the size of the people on the boat on page 4. Ask, "What does this show us about whales?" Have them read page 5 to find out.
- Remind students that mammals breathe air. Ask, "How does a whale breathe?" Help them read the word *blowholes* in the label on page 6 before reading page 7.
- Point out the repeated beginning words on pages 9 and 11, then have students identify each body part highlighted on pages 8 and 10. Let them trace a finger along the arrows.
- Let students describe the whale on page 12. When someone suggests "fat" or "heavy," invite them to read to find a special word that means the same.
- Ask students what is featured on page 14, then read page 15.
- Have students read the word in the label on page 16, then read the word in the sentence on page 17.
- For page 19, have students find two words in the sentence that are the same. Challenge them to find two more words that have the long /a/ sound with the same CVCe spelling pattern. Then ask them to read the whole sentence.
- Let students describe the whale's action on page 20. Explain that this action has a specific word, then read page 21.

Rereading

Monitor as students read the book in groups. Make sure students can relate the words in the labels with the words in the text.

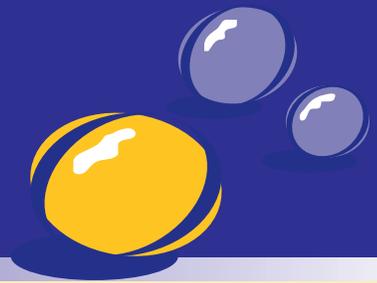
Teaching Point

Long /e/, spelled *ea* (*breach, eat*), *ee* (*baleen, teeth*); hard *c*, soft *c* (*called, place*); hard *g*, soft *g* (*migrate, huge*)

Performance Assessment

Have students read, then copy the first sentence from the book: *Whales are huge mammals.* Invite students to draw a whale, then to write another sentence of their own about the whale.

Extending the Lesson



The following activities incorporate concept knowledge gained from the Ocean Life set.

Objectives

The student will:

- Sort the ocean animals into their animal groups.
- Compare the ocean animals for similar and different characteristics.
- Learn about specific animals for each ocean animal group.

Entry Point—Engaging the Learners

- Talk with students about the ocean animals they read about. Let students express their own ideas and impressions of these animals. Encourage students to mention which animal they would like to study further.
- Start an idea web on chart paper. Write the name of one of the ocean animals in the center circle. Challenge students to recall what they learned about the animal, and write their ideas in the surrounding circles. You might create an idea web for each ocean animal, using a clean sheet of chart paper each time.
- Let students share any experiences they have had with these animals. Ask, “Has anyone ever been on a boat or at the beach and seen dolphins, or maybe even whales? Has anyone been to a zoo or an aquarium and seen rays or seals?” Encourage them to describe the animals and their actions.

Preparation

- Ask an ocean life specialist to visit your class. Check with a local university or college, a parks person, a zoo or aquarium worker, perhaps even an animal rescue team. Explain the animals you are studying, and invite the visitor to bring in any items that students could view firsthand.
- Try to obtain additional resources so students can learn about specific animals in each group.

Activities

- Point out to students that three animal groups are represented by the animals featured in the books. Reproduce the *Sorting Ocean Animals* chart and challenge students to write the animals in the proper place on the chart. Encourage them to provide reasons for their answers, too.
- Draw a Venn diagram on the board, and invite students to compare two of the ocean animals. For example, whale/dolphin, shark/ray, shark/dolphin. Where the circles intersect, have students explain what the animals have in common. Where the circles do not intersect, ask them to describe how they are different.
- Announce to students that you have invited an ocean life specialist to visit the class. With students, come up with a list of questions to ask. Tell students to listen politely as the visitor shares information and any hands-on items. At the appropriate time during the visit, encourage students to ask their questions. After the visit, make sure students send a thank-you letter.
- Brainstorm with students specific species for each ocean animal group. Let students look through the books to note the various animals. Then provide students with other nonfiction books. Have students work in groups to draw and label different species of animals to make their own book of specific ocean animals.

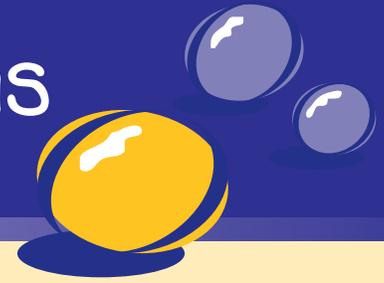
Challenging and Checking

Cover the book titles, then present the books to the class. Challenge students to identify the animal on each cover, then reveal the title to confirm answers.

Reflecting

Assess what questions students can ask and answer about ocean animals. For example: “Which animal is a huge mammal? Which is a reptile?”

Curriculum Connections



The following Curriculum Connections activities can be used to expand Ocean Life studies into other subject areas.

Geography

- Mention to students that the ocean is an ecosystem, meaning that all the ocean animals and plants that live there depend on each other for survival. Review the food chain. Draw a shark on the board. Explain that the shark is one of the top predators in the ocean, and it often eats other fish. Below the shark, draw a smaller fish, such as a tuna. Explain that smaller fish may eat even smaller fish (draw a sardine or anchovy), and the smallest of fish will eat tiny shrimp or even microscopic creatures called plankton. Mention that plankton get their food from the sun. Speculate with students what could happen if the food chain is interrupted.
- Ask students who have been to a beach and swum in the ocean to describe the taste of ocean water. Confirm that it is salty. Challenge students to figure out why. Pull down a wall map, and help students identify the oceans. Then have them notice rivers that lead to the oceans. Explain that rivers usually start at the top of a mountain. Have students trace the route of several rivers until they arrive at the beginning. Mention that the water at the top of the river is fresh, or not salty. Ask, “Why would this be?” Have students trace the river back down to the ocean. Describe the land and rocks the river water might pass over. As it does, it breaks off pieces of the rocks and other minerals. By the time the water reaches the ocean, it has become salty.

Art

- Roll out a length of blue mural paper. Divide the class into six groups, and assign one ocean animal to each. Provide students with paints and brushes

and invite them to create an ocean life mural that illustrates the animals they read about.

- Arrange the class into groups of six. Have group members each choose one of the six animals. Instruct them to draw their animal on a light-colored sheet of construction paper, then cut it out. On the back of the cutout, ask students to write the name of the animal. Supply students with mobile-making materials, such as hangers, dowel rods, or paper plates, plus string, scissors, and tape. Tell students to arrange their cutouts into mobiles to display around the room.

Writing

- Copy and pass out the *Draw and Write About It* sheet. Invite students to choose one animal from the series that they liked. Have them draw the animal in the ruled box. Ask students to write a sentence or two to describe the animal. Pass out more sheets, encouraging students to create their own books about ocean life.

Math

- Help students find the actual measurements for some of these ocean animals, such as the blue whale, a great white shark, a sea turtle, a manta ray. References to check include encyclopedias and nonfiction animal books. Write the animals and their measurements on the board. Then challenge students to measure out lengths of string to represent each animal length. Have students compare the strings to compare the lengths of the animals. Which animal is longest? How much longer is it than the next animal?
- Let students apply the lengths of string to compare the sizes of these ocean animals with everyday objects. For example, how long is the whale compared to the length of the classroom? How long is a great white shark compared to the board? Ask students to write sentences to tell about their findings, such as, “A blue whale is as long as three lunchroom tables.”

Sorting Ocean Animals

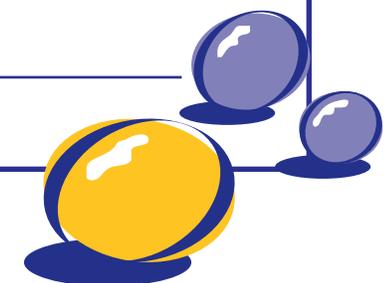


Name _____ Date _____

Read the animal names in the box. Then, write each animal name in the correct place on the chart. Finally, write something special about each animal group.

dolphin ray sea turtle seal shark whale

Fish	_____	Fish are special because _____
	_____	_____
	_____	_____
Reptile	_____	Reptiles are special because _____
	_____	_____
	_____	_____
Mammal	_____	Mammals are special because _____
	_____	_____
	_____	_____



Draw and Write About It

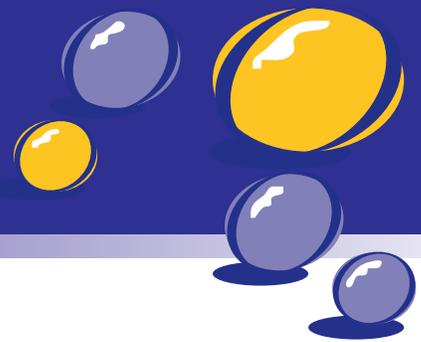


Name _____ Date _____

Ocean Animal _____

On the line above, write the name of an ocean animal you learned about. In the box, draw the animal. On the lines below, write sentences to tell about the animal.

From School to Home



The following activities encourage students to share what they have learned with family and friends at home.

School Work to Bring Home

- Invite students to bring home any writing assignments that you choose not to keep for assessment purposes. Encourage students to describe to family members the books they read and how their writing reflects what they learned.
- Let students take turns bringing home the ocean-life mobiles they created in groups. Tell students to have their families identify the animals, then show them the animal names on the backs of the pictures to see if they were correct. Make sure students bring the mobiles back to class.
- Have students share with people at home the completed *Draw and Write About It* sheet. Suggest that they read the sentences they wrote out loud, telling their families that they wrote the sentences themselves. You might send home additional blank sheets, and encourage students to draw and write about other ocean animals with their families. These can be animals from the books, or ones their family and friends know or like.

Show What You Know

- Remind students that the ocean animals they read about belong to different animal groups. Ask, “Do people at home know that?” Encourage them to ask their families and friends to find out. Suggest that they pose such questions as, “What kind of animal is a shark? What kind of animal is a dolphin?” You might let students bring home the completed *Sorting Ocean Animals* chart to confirm their families’ answers.
- Have students scramble the letters of the animal names, then present the scrambled words to their families or friends to figure out. Explain that the only clue they can give is that the animal lives in

the ocean. Have students notice which animal name was easiest to solve.

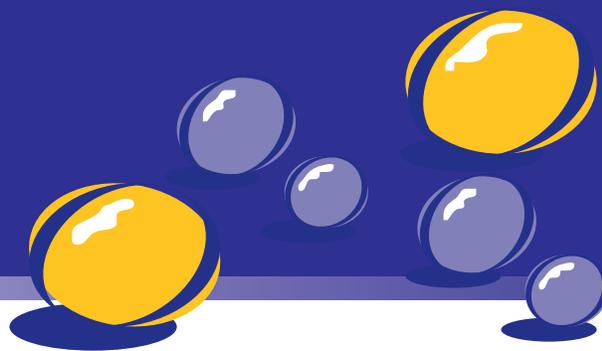
Activities to Do at Home

- Encourage students to make ocean dioramas with their families. Instruct them to cut a slit in one long side of a shoe box. With their families, have them decorate the inside of the box with paper, fabric, and other household items so it resembles the ocean. Then have them draw pictures of the ocean animals and cut them out. Tell them to tape or glue the top of the cutouts to the bottom of a craft stick or pencil. Finally, have them place the stick through the slit so the ocean animals “swim” through the diorama.
- If students have access to the Internet, encourage them to view this site with family members: www.seaworld.org. Have them look for the animals they read about, then share in class what they discovered. They can also look up specific animals in the “Animal Information Database” of the SeaWorld site. If they wish, let students surf the web with an adult or older family member to find other ocean life related sites.
- If a body of water is near their homes, invite students to visit it with a family member. It can be a lake, stream, pond, wetland, beach, or tidal pool. Invite students to draw any water animals they see. If possible, have students identify the animals by looking them up in a local wildlife guide.

Back in Class

- Invite students to bring in the ocean dioramas they made at home. Suggest that students use the dioramas to inspire stories or as the background for nonfiction ocean reports.
- If students were able to view a water area, have them share about the animals they discovered.

Assessment



The following pages include assessment tools that can be used to assess student knowledge, behaviors, skills, and strategies.

Included with this Pebble Teaching Guide are three assessment instruments for use with this Pebble Books set. Teachers may use these tools to assess a student's skills, behaviors, and strategies in reading; to encourage in students effective prereading and post-reading thinking skills; and to test each student's informational literacy skills. Following is a brief explanation of how each assessment tool provided here can be used.

Reading Skills, Behaviors, and Strategies Chart

Use this checklist to assess a student's fundamental literacy abilities. Enter the title of a book on the left-hand side of the chart, and then record a student's demonstrated abilities in the appropriate box on the chart. The abilities highlighted at the top of the chart range from fundamental to somewhat more advanced, but overall emphasize basic reading and print literacy skills, behaviors, and strategies. Complete this student performance assessment chart by adding formal and informal observations in the open column on the far right. Additional lines on the chart may be used to record a student's abilities as demonstrated by reading books outside those included in this Pebble Books set or the unit to which it belongs

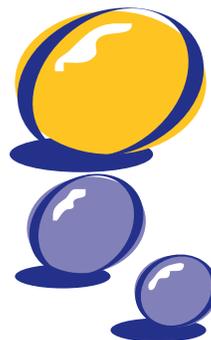
Think About It Chart

This chart, to be completed by the student, is modeled after the familiar K-W-L chart. The *Think About It* chart asks students to identify through writing what they already know about one of the subjects in this Pebble Books set; what they would like to learn about that subject; and then (to be completed during or after reading), what they

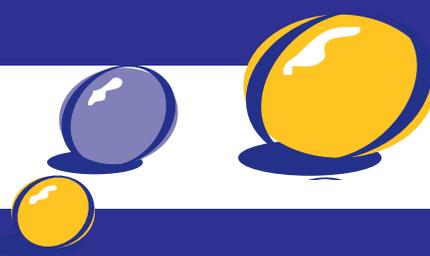
actually learned from reading that Pebble Book. By its nature, this pre- and post-reading activity encourages students to set and check purposes for reading.

Informational Literacy Behavior and Strategies

To be completed by the teacher and conducted as a student interview, this assessment tests a student's ability to use informational, and primarily nonfiction, texts. Teaching students to find information rather than simply memorize it was ranked highest in importance in a recent survey by the Association for Supervision and Curriculum Development. Teachers can use this assessment tool to check whether students are developing these informational literacy skills. Teachers also may want to develop their own similar assessment to test students' facility with other informational literacy skills that are emphasized in the Pebble guided reading lessons.



Think About It



Name _____ Date _____

What I know about _____



What I want to know about _____



What I learned about _____



Informational Literacy Behaviors and Strategies



Name _____ Date _____

Have students briefly answer the following questions. Students may dictate for you to record their answers and your observations.

1. Can you find the title page? What is the author's name?

2. Where is the table of contents? What does it tell you about this book?

3. How did the photographs (diagrams, graphs) help you read this book?

4. Where is the glossary? What do you use a glossary for?

5. Find the index. What does the index tell you? Show how to use the index.

6. Find the page with Internet sites about this topic. What are Internet sites?
