

# What's in the Water?

## Unit 1 Goals

- Read the story  
*A Visit to the Aquarium*
- Identify the point of view

## Unit 2 Goals

- Read the article  
*Interview with a Shark Photographer*
- Make inferences

## Writing Goal

- Write a detailed description

### Topic 1, Opener, Student Book Pages 6–7

See the *Walk-Through* on pages 7–16 for a general approach to each exercise.

#### Excite

**Communication** Tell students they will read, think, talk, and write about things related to sea creatures in this Topic. Ask students if they have ever been to an aquarium. Ask students to raise their hands and share the different animals they saw at the aquarium. Write down their responses on the board.

#### Engage

**Critical Thinking** Have the students review the photograph of the aquarium on pages 76–77. Play the game **Rhythm Circle** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) with words that describe the photo.

#### Extend

**Creativity** Ask students to name their favorite sea creature. Guide the discussion by showing some photographs of sea creature that are both popular and recognizable and some that are unique and different. Distribute drawing materials and allow the students some time to draw their favorite sea creature.

#### Answer Key

**A:** 1. Answers will vary. 2. Sea creatures. **B:** 1. A hotel in Berlin, Germany 2. Fish, a coral reef 3. To clean the aquarium

### Unit 1, Read, Student Book Page 8–9

#### Excite

**Critical Thinking/Collaboration** Present the Reading Goal. Then present pre-prepared paragraphs that show both the first- and third-person point of view. Play **Buzzers** (see *Games and Activities* on pages 20–21 of this Teacher's Guide), having students buzz in to identify in which point of view the paragraph is written.

#### Engage

Play the game **Teacher's Mistake** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) with *A Visit to the Aquarium*.

#### Extend

**Creativity** Have students create picture cards using the key words from this unit. Include the word on one side and a picture that represents the word on the other side.

#### Answer Key

**A:** 1. B 2. A

### Unit 1, Understand, Student Book Pages 10–11

#### Excite

Ask students if they have ever been to an aquarium. Have them raise their hands and share their experience with the class. What did they see? What was their favorite animal? What did they learn?

#### Engage

**Communication** Have students find a partner. Have each student relate a recent activity they did with their family to the partner. Answer important questions like: Where did they go? What did they do? What did they like? What did they dislike?

#### Extend

Play **Beanbag Toss** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) with the Key Words from this unit.

#### Answer Key

**A:** 1-4. Answers will vary. **B:** 1. Completed for you. 2. B 3. B 4. D **C:** 1-3. Answers will vary. **D:** 1. Completed for you 2. Octopus 3. Squid 4. Exhibit 5. Jellyfish 6. Boring 7. Sea turtle 8. Interesting **E:** 1. City 2. Exhibit 3. Boat ride 4. Third person

## Unit 2, Read, Student Book Page 12–13

### Excite

**Communication** Present the reading goal. Remind students that an inference is something you can figure out using clues, like a detective. Tell students to be detectives with a pre-prepared paragraph. Have them come to the board and highlight the clues. Then have students share their inferences.

### Engage

Ask for two volunteers to act out the interview in *Interview with a Shark Photographer*. Have the students come to the front of the class and read the interview to the rest of the class. Have the class follow along as the volunteers read aloud.

### Extend

**Creativity** Have students work on a sheet of chart paper. Tell them to draw a line down the center of the chart paper. Label one side “Pros” and one side “Cons.” Have students determine some of the cool things about being a shark photographer and put them on the side labeled “Pros.” Have students also determine some dangerous or scary things about being a shark photographer and put them on the side labeled “Cons.”

### Answer Key

**A:** 1. B 2. B

## Unit 2, Understand, Student Book Page 14–15

### Excite

**Critical Thinking** Draw two columns on the board. On one column, write “Before.” On the other column, write “After.” In the “Before” column, have students raise their hands and share what they know about sharks. Then share pictures of different species of sharks with the class. Share some facts about each shark. Then have students raise their hands and share what they know about sharks after you’ve explained the facts to them. Write their answers in the “After” column.

### Engage

**Collaboration** Play **Categories** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) with sea creatures mentioned in the two texts in units 1 and 2.

### Extend

**Creativity** Have students flip through a magazine and tear or cut out a photo they really like from the magazine. Ask students to find a partner and share what they like about the photograph with their partner.

### Answer Key

**A:** 1-4. Answers will vary. **B:** 1. Completed for you. 2. F 3. T 4. T 5. F 6. T 7. F 8. F **C:** 1-5. Answers will vary. **D:** 1. Completed for you 2. A 3. C 4. B **E:** 1. A 2. D

## Units 1 and 2, Reading Check, Student Book Pages 16–17

### Excite

**Collaboration** Have students spend some time doing internet research on green sea turtles. Tell students to record their findings. Then, as a class, have students make a mind map on the board of a sea turtle’s features, including habitat, daily life, and diet.

### Engage

**Critical Thinking** Read the selection out loud. As a class, identify the problem of climate change mentioned in the text. Discuss other consequences that might affect animals and plants when as the Earth warms.

### Extend

Play the game **Find Someone Who** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) with favorite sea creatures.

### Answer Key

**B:** 1. A 2. B **C:** 1-2. Answers will vary. **D:** 1. Completed for you 2. D 3. C 4. D **E:** 1-3. Answers will vary. **F:** 1. Completed for you 2. Interesting 3. Scary 4. Amazing 5. Tired

## Units 1 and 2, Get Ready to Write, Student Book Page 18

### Excite

**Critical Thinking** Introduce the writing goal for the unit by explaining that before we write about something, we need to identify the five Ws (who, what, when, where, and why). Distribute a pre-prepared paragraph to the students. Have them read the paragraph silently while you write the five Ws on the board. When students have finished reading, have five volunteers come up to the board and fill in the five Ws for the paragraph.

### Engage

**Collaboration** Play the game **Five Questions** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) with the text from exercise A in pairs.

### Extend

**Communication** Have students work with a partner to identify the five Ws in the example text in exercise A. Did the writer include all the information about the topic?

### Answer Key

**B:** 1-4. Answers will vary.

## Units 1 and 2, Write, Student Book Page 19

### Excite

Play the game **Station Stop** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) to review the Key Words from units 1 and 2.

### Engage

**Collaboration** Once students have completed exercises C and D, have them exchange papers with a partner. Have the partners make a checklist about their partner’s writing. Ask each partner to check off whether their partner wrote about the five Ws. Have the partners identify the point of view and make an inference from their partner’s writing.

### Extend

Play the game **A New Story** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide).

### Answer Key

**C:** Answers will vary. **D:** Answers will vary.

## Units 1 and 2, Writing Tutor Worksheet

### Excite

Ask students where they have been recently with their family. Have students raise their hands and share their experience. While they talk, write down details on the board. Then, explain that students are going to write a description of an experience with details like these.

### Engage

**Critical Thinking** As students work through the Writing Tutor worksheet, review their writing. Pay attention to the use of sequencers like *first*, *next*, *then*, and *finally*. Have students identify the sequencers with their finger while they present their writing to you.

### Extend

Play **Gaps** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) with the students using a pre-written paragraph that includes sequencers. Leave out the words where the sequencers would be. Have students raise their hands and identify the correct sequencer for the gap.

## Units 1 and 2, Project

### Excite

Tell students that they are going to make a research poster about their favorite sea animal. Have students raise their hands and offer suggestions of sea animals they’d like to know more about. Write their suggestions on the board. Include a few suggestions of your own that the students might not have considered.

### Engage

As students work on the Project Notes, make your own poster of a sea animal. Include facts you might not have known about before making the poster. Use yours as an example for students to follow while they create their poster.

### Extend

**Communication** After students create their sea animal poster and discuss with a partner in exercise C, have each student share a fun fact about their partner’s sea animal poster that they didn’t know about before.

### Workbook Answer Key

**Unit 1 B:** 1. b 2. c 3. a 4. a 5. a 6. c **C:** 1. Darby and her family went to the water park. 2. Dina thought the play pool was boring. 3. Dina was afraid of the big water slides. 4. They had fun running through the fountains and spraying water at their parents. **D:** 1. c 2. b 3. b 4. a **E:** 1. jellyfish, b 2. octopus, c 3. squid, a **Unit 2 B:** 1. b 2. b 3. a 4. a **C:** 1. breathe 2. the water 3. scared 4. sharks 5. video 6. swimming with **D:** 1. scary 2. scared 3. bored 4. boring **E:** 1. shark 2. video 3. diver