



SEA JELLY HANDLER

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TEXT TYPE: Non-fiction: Retell—Interview
GUIDED READING LEVEL: P

SUMMARY: This text takes a fascinating look into the world of an aquarist (someone who looks after fish and other sea creatures at an aquarium), whose main job is to care for sea jellies at Ripley’s Aquarium in Toronto, Ontario.

TEXT FEATURES

- fact boxes
- headings

VISUAL LITERACY

- photos
- captions
- life cycle diagram

TEXT SUPPORTS

- fact boxes provide key facts about sea jellies
- definition box

POSSIBLE TEXT CHALLENGES

- incorporating information from captions into information from main text
- scientific vocabulary used in life cycle diagram, e.g., ‘medusas,’ ‘polyps,’ and ‘ephyras’

FOCUS COMPREHENSION STRATEGY

- evaluating

FURTHER COMPREHENSION STRATEGIES

- making connections

ORAL LANGUAGE OPPORTUNITIES

- sharing ideas
- partner sharing
- group discussions
- mock interview (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using compound words and small words inside of larger words to decode unknown words

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- evaluate facts
- find keywords within the text
- use context clues and word chunks to figure out unknown words
- understand text and visual literacy features of non-fiction

ASSESSMENT TOOLS

Select from the following:

- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Making Connections

Activate and build prior knowledge

- Introduce students to the text by supporting them in making connections. Ask, *Has anyone been to an aquarium before? What type of animals typically live in an aquarium? Do you have a favourite sea creature you like to see when you go to the aquarium? Who works at an aquarium?*
- Have a photo of a sea jelly available and brainstorm what students know about sea jellies. After brainstorming, ask students to reflect on the people who work at an Aquarium. What do they think they do? What kind of training do they think is needed to work with sea jellies?
- Students may be more familiar with the term “jellyfish.” Explain that this is not the correct term as these creatures are not fish. They are now referred to as “sea jellies” or “jellies.”

ESL NOTE: If you have ESL students that are unfamiliar with an aquarium or what a sea jelly is, you may want to have other books available with more photographs. Online videos can also be helpful to deepen their awareness of this sea creature.

Text Features

Introduce supports and challenges

- Distribute the text and have students discuss what is different about this piece and a book. (It is shorter, targets a narrower topic, is factual, etc.)
- Have students find the fact boxes. Read the definition of an aquarist together. Have students turn to a partner and share what sea creature they would like to specialize in if they were an aquarist.
- Have students turn to the back page and find the life cycle diagram. Have them look closely at the diagram and then share anything they notice or find interesting. Have students highlight the keywords for each stage of the life cycle (medusas, larvae, polyps, buds, ephyras).
- Have students review the information provided in the captions or fact boxes. Discuss with students why it is important to read these. What information might they have missed if they had not read them?
- Have students find the word ‘stingray’ in the second paragraph. Discuss how this is a compound word because it is made up of two words: ‘sting’ and ‘ray.’ Have students think of other compound words. Discuss with students how breaking a word into smaller words can help them figure out an unknown word.

Visual Literacy Features

Word Solving and Building

Set a purpose for reading

- Explain to students, *As you read this interview, I want you to evaluate what you are reading, finding the facts provided. Remember to include both facts about sea jellies and what the role of an aquarist is. Use the sticky notes to keep track of keywords and facts as you read.* Provide students with sticky notes to help them organize their thinking as they read.

Provide for early finishers

- Students can reread the interview or organize their sticky notes.

DURING READING

Monitor reading

- Students read the text independently. While you circulate, ask students to read a portion of the text aloud to you. Note the word solving strategies used as the student negotiates the text, offering prompts when necessary. You can also model how to evaluate by focusing in on a fact and showing how to find the keywords.

Observe

- Make observations on your assessment tools. (See the Evaluating Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 4 Literacy Support Guide*.)
- Note any successful reading strategies you observe, e.g., students self-monitoring, using text features to support their understanding, etc.

AFTER READING

Revisit the purpose for reading

- Have students share their sticky notes with a partner. Remind them that evaluating a text is a key comprehension strategy in helping find facts and differentiate between fact and opinion. Have students share with the group any surprising facts they discovered as they read. You can model by saying, *I was shocked when I learned that a sea jelly would fall apart if caught by a net. I never realized that they were so fragile. Did any facts surprise you? What did you find most interesting?*

Check on outstanding challenges

- Review any difficulties students encountered. Your observations and assessments, along with students' comments, will help locate what significant challenges remain.

Evaluating

TEACHING TIP: Use a challenge as a teaching opportunity. Discuss a challenge and then have students share any strategies they use that help them when they encounter this challenge. Often, peer feedback has a big impact and allows us to have a window into students' strategic thinking.

Note successful strategy use

- Have students share their metacognitive thinking as they self-monitored their reading. Ask students, *Which text features did you use to help you understand the story?*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Written

- Have students create a report or poster about sea jellies or the role of an aquarist. This allows them to use their keywords and express their understanding in writing. Students can present their findings to small groups or the class.
- Have students develop an inquiry question about a profession they are interested in. They can research the profession, noting specific requirements/features of that job.

Artistic

- Have students research at least two different types of sea jellies. Have students create images of these jellies using pastels, paint, or chalk. Once they have created the images, they can add fact boxes to provide information about the species.

Oral/dramatic

- Explain to students they are going to work in pairs to create questions for an interview about their dream job. One student creates a list of questions about the job and asks a partner the questions in an interview. The students reverse roles for another interview, and then discuss how they did as interviewer and interviewee. (If the second activity in the Written section above was undertaken, students can use that research to help them create the questions and formulate answers.)

Analyzing and Evaluating

Analyzing

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Evaluating