

Light Show Under the Sea

GOALS

Comprehension

Making predictions: Help students use the title of the book and cover illustration to make predictions. After reading, check on the accuracy of their predictions.

Vocabulary

High-frequency Words: away, by, has, like, little, look, two, under

Content Words: dragon, fish, jellyfish, light, sea, show, squid, star, wink

Phonemic Awareness

Recognise and produce words that have the same ending sound: -ight

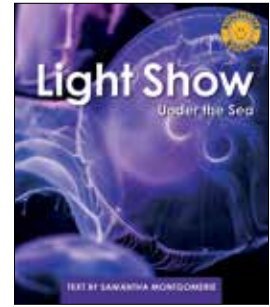
Phonics

Letters and Sounds: -ight

Words to Blend and Segment: light, might, night, right, tight

Fluency

Model fluent reading of the text (emphasising the alliteration and attending to punctuation) for students to repeat.



Here are some ways that nature makes light in the ocean.

Before Reading

- Ask students what they know about creatures in the sea. Read the title and then read it together. Ask: What could *light show under the sea* mean? Discuss what is in the pictures on the cover and title page. Notice the pretty colours and lights.
- Look at the back cover. Ask: What do you know about jellyfish? Is this book fiction or nonfiction? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the text.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the beautiful colours and lights. Discuss what sea creatures make the light show on each page. Bring words like *dragon, fish, jellyfish, light, sea, show, squid, star, wink, warm* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, look at the lights in the picture, then look for tricky words like *flicker, float, glimmer, glide* to describe the lights. Break the words into chunks or syllables, e.g. *fl/ick/er*. Read the text together with students pointing to the words as they are read.
- On pages 4–5, ask: What is the creature that shows its light under the sea? Find the words *dancer* and *brittle* in the text. Talk about the meaning of *lights that flicker* and *brittle star*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different creatures are before reading each page.
- On page 16, students look at the Index and find the page where there is information about a jellyfish. They ask a partner questions about the index, e.g. What page is the squid on?

After Reading

Invite students to discuss the information. Prompt if needed.

- Check on the accuracy of students' predictions made at the beginning.
- Retell the text using the pictures on each page as a guide. Discuss creatures in the light show.
- Discuss the ending and what a light show under the sea means. What do you think the author's purpose was for writing the book? What have you learnt from this book? How can there be a light show under the sea?

Phonemic Awareness

- Recognise and produce words that have the same ending sound: -ight Students listen carefully to words you read and identify the ending sound -ight, e.g. *light, might, night, right, tight*. They repeat after you, emphasising the -ight ending, e.g. /l/ /ight/. Students think of more words with the same ending sound. (*kite, fight, bite, sight*)

Phonics

- Recognise words that have the same ending sound: -ight Write words *light, might, night, right, tight* on the board to practise blending and segmenting the onsets and rimes together as a group. Brainstorm more words with -ight to add to the list. (*fight, sight, bite, kite*) Note how words that have the same ending sound can have a different spelling.

Word Study

- Talk about the words *away, by, has, like, little, look, two, under*. Photocopy the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Discuss what a simile is (a comparison using like or as). On page 10, read the words, *They flash like an alarm*. This sentence compares the jellyfish's lights to an alarm.
- Have students locate words that start with fl-. (*flickering, flashlight, flicker, floats, floating, flash*) Discuss the two letters they start with (/f/ /l/). List more words starting with fl-. (*flame, flow, flip, fling*)
- Talk about alliteration and why the author uses this technique to make the text more interesting, imaginative and real. They find examples in the text, e.g. *flicker and float; glimmer and glide; wiggle and wink; twist and twirl*.
- Have students make a light show web with examples of different sea creatures branching out from the web. They label and illustrate their light show web and share with the class.

Fluency

- Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat after you.

Writing

- Have students write a new text using the pattern of the text, e.g. Here come some dancers. They shimmer and shake. They illustrate their text and share this with a partner.

Home/School Link

Take the book home and any related activity done in class to share with family.