



Title: <i>Over and Under the Waves</i>	Author: Kate Messner
Genre/Unit: informational reading; life science; physical science	Warm Up: Lyrics from <i>Under the Sea</i> (Youtube) <i>What Do You See in the Sea?</i> Meish Goldish

Objective: Students will be able to compare and contrast life above and below the surface of the water

Standard(s): ELA Vocabulary Acquisition & Use (L4-6); Science Standards PS4.A (wave properties), LS1.A (structure & function); LS4.D (biodiversity and humans)

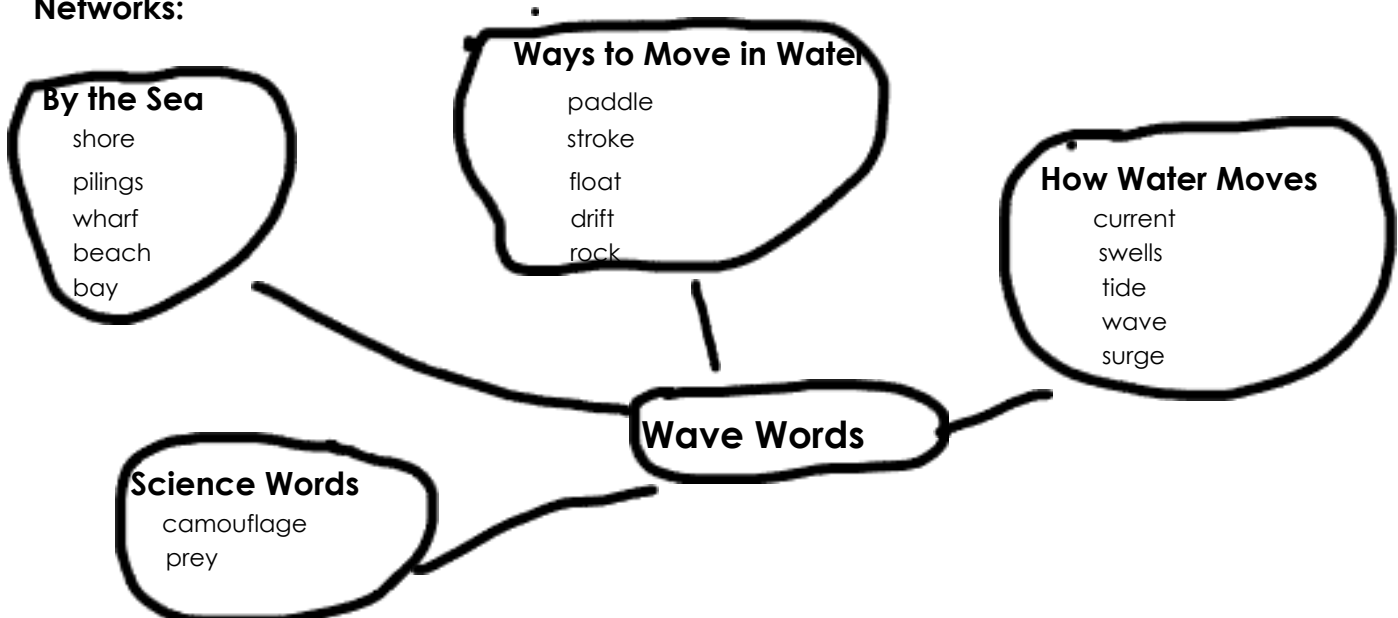
Knowledge Building: water movement; wave action; ocean animals and plant life

Vocabulary:

Tier 2 Word	Page	Student Friendly Definition
soar	10,15,	to fly or glide in a quick, easy way very high up
drift	12, 21, 38	to be carried along by wind or water
strand	12, 13, 14	one string or piece of something
glisten	33	to shine or sparkle
lurk	17	to be hidden; to sneak about
surround	8	to make a circle around; close off on all sides

Vivid Verbs	Word Play: Hyphenated Words
surround surge	sea-salt
prowl soar	wave-wobbly
lurk surface	paddle-sore
lunge	deep-diving

Networks:



Warm Up: What Do You See in the Sea? Meish Goldish

Reading:

Page #	Accountable Talk	JOYcabulary
Before Reading	<i>Let's study the cover carefully. Who is over the waves? How are they moving? Now look under the waves. What is growing and living there? Think about all the things you already know about water, waves, sea plants and creatures.</i>	As children are discussing questions in partnerships, jot what they know, think they know, and any misconceptions they may have. Keep a list of words you hear them using and not using.
Before Reading	<i>How do you think this book is going to be organized? Does the title give you a clue?</i>	Help them name out compare/contrast structure. Create a large T-chart to hold jots across the book.
Before Reading	<i>Look at the list of words we will be reading in this book. Look at them as I point to each one and echo back how to say it. When you hear the word in the book, put your thumb on your knee. Listen carefully, some words are used more than one time!</i>	Display the Tier Two words. Do not yet have the definitions up.
During Reading P. 1-8	<i>Let's stop here a moment and think. What have we learned so far? What can we learn from the picture on P. 6?</i>	Possible jots: (use vocab) OVER: Paddling; going against the wind and current UNDER: forest of plants; fish are hunting; gets darker the deeper you go
P. 9 -14	<i>Hmm... It seems that the strands of kelp can be both harmful and helpful. Turn and talk</i>	Jot what the children contribute and place on the correct side of the chart.
P. 15 - 26	<i>The different creatures get their food in different ways. Let's name them out:</i>	jot
P. 27 - 32	<i>I'm noticing that different animals live in different depths of the water. Paddling is easy sometimes, and more difficult at others. What are some things that make it easy/hard to paddle?</i>	jot
P. 33 - 40	<i>Why would the author call it "the secret world under the waves?" What do you think the author wanted you to learn?</i>	How might scientists learn about what is under the waves ?
After Reading	<i>Let's go back to our word list and learn what each one means.</i>	Using the My Turn/Your Turn routine, read the student friendly definitions you have prepared. After sharing the definition, first <i>contextualize</i> the word

		<p>in the story. Then decontextualize by using the word in another setting.</p> <p>Ex: drift (P12) In the story, the girl grabs onto a strand of kelp to keep from <i>drifting</i> away. (P21) The jellyfish <i>drift</i> on the current. We can drift too. If we <i>drift</i> off to sleep, what would that mean? Show me with your hands what it would mean for a leaf to <i>drift</i> to the ground.</p>
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Using the Book as a Mentor Text for Writing:

- See/Saw structure (compare/ contrast)
- Mentor sentence: begin a sentence with a prepositional phrase (p. 2)
- Twin sentences (p.28)
- Time passing
- Ellipsis

Extensions

Pop Up Questions

- Would you rather *drift* or *surge* on a wave?
- When might the snow *glisten*?
- Would you rather be *surrounded* by snakes or puppies?
- What might be *lurking* in a hole in the ground?
- When might a kite *soar* into the sky?
- Would you be happy to find a *strand* of hair in your soup?

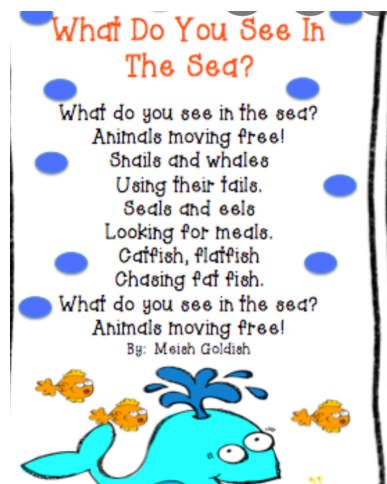
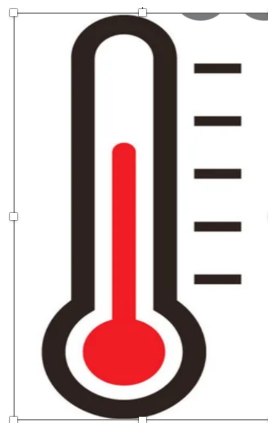
Compare/Contrast *Swashby and the Sea* with *Over and Under the Waves*

Provide a **Word Bank** to encourage use of new words. Partners tally each time a word is used.

- What properties of ocean water show up in both books?
- How does wave action impact the characters in both books?

Synonym Verticals

Using the thermometer graphic, place the following story words from *Over and Under the Waves* in order of intensity: *glisten*, *shimmering*, *luminous*. What other words would fit in this list? Where would they go? (Ex: shine)



glisten

to shine or sparkle



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lurk

to be hidden; to sneak about



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soar

to fly or glide in a quick easy way
very high up



drift

to be carried along by wind or
water



strand

one string or piece of something

surround

make a circle around; close off
on all sides



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Assessment: Yes or No

1. Can a diamond *glisten*?
2. When a huge rock falls, does it *drift* to the ground?
3. Does mom serve one *strand* of spaghetti for dinner?
4. Might a burglar *lurk* in the bushes around a house?
5. Does a rocket *soar* into space?
6. Can a fence *surround* a house?

Related Titles:

- o Wave – Suzy Lee
- o Waves – Andi Dieka
- o What Are Waves - Hudak