

# How Are Oceans and Lakes Alike?



Level: F6

Word Count: 124

Little Books of Answers

Curriculum Connection	Geography
Content Vocabulary	animals, around, beach, both, boy, dolphins, fish, five, freezes, frogs, Great Lakes, jump, lakes, land, live, map, Pacific Ocean, people, plants play, oceans, rushes, seaweed, skate, storm, surf, turtles, water
Visual Literacy Element	comparison chart
Critical Thinking	further research
Comprehension Strategy	comparing and contrasting
High-Frequency Words	all, and, are, as, at, big, can, have, if, in, it, look, not, on, over, see, them, this, very, you

## Before Reading

### Prior Knowledge – Discuss the Topic

- Discuss oceans and lakes. Ensure that students know that they are both bodies of water. Use a globe or an atlas to find examples of oceans and lakes. Explain that oceans have salt water. Some lakes are salty but most are not. They are fresh water. Tell the students that people use both oceans and lakes in many different ways. Invite volunteers to share things that they have done in oceans or lakes.

- Give each student a copy of the book *How Are Oceans and Lakes Alike?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? Do you think the turtle and the fish are in oceans, lakes, or both?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.
- Explain to the students that as they read this book they will find out things that are the same as, and different between lakes and oceans. They will then be able to compare and contrast lakes and oceans.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions and labels as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions and labels with you.
- To ensure and enrich understanding say things such as – *There are five big oceans. They cover about 70% of Earth's surface. They are the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, The Arctic Ocean and the Southern Ocean. Lake are surrounded by land. Some lakes are so big you can't see the land on the other side.*
- Discuss the comparison chart on page 15. Explain that the chart shows you pictorially how oceans and lakes are the same and different.

## **Read the Book**

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:  
*Which are the biggest oceans or lakes?*  
*What can people do on frozen lakes?*  
*What plant can you see in the ocean?*  
*Which animals can you see in lakes and oceans?*
- Check inferential comprehension by asking these questions:  
*Could all the oceans freeze over? Why or why not?*  
*Could you surf on a small lake? Why or why not?*  
*Why can fish and turtles live in oceans and lakes?*  
*Would you rather live by an ocean or a lake? Why?*
- Have the students revisit the chart on page 15 to compare and contrast lakes and oceans. Explain that comparing and contrasting things helps you understand more about them. Ask the students questions such as, *Can you compare oceans and lakes by size? People can play in both lakes and oceans but what is different about the things they do?*

### Critical Thinking

- Have the students turn to page 16 and look at each photo. Tell the students that their task is to find out other things people can do in both lakes and oceans

### Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

### Writing

- Have the students write a story about themselves doing something on a lake. Assist with spelling where necessary. Have them illustrate their story.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.



# How Are Oceans and Lakes Alike?

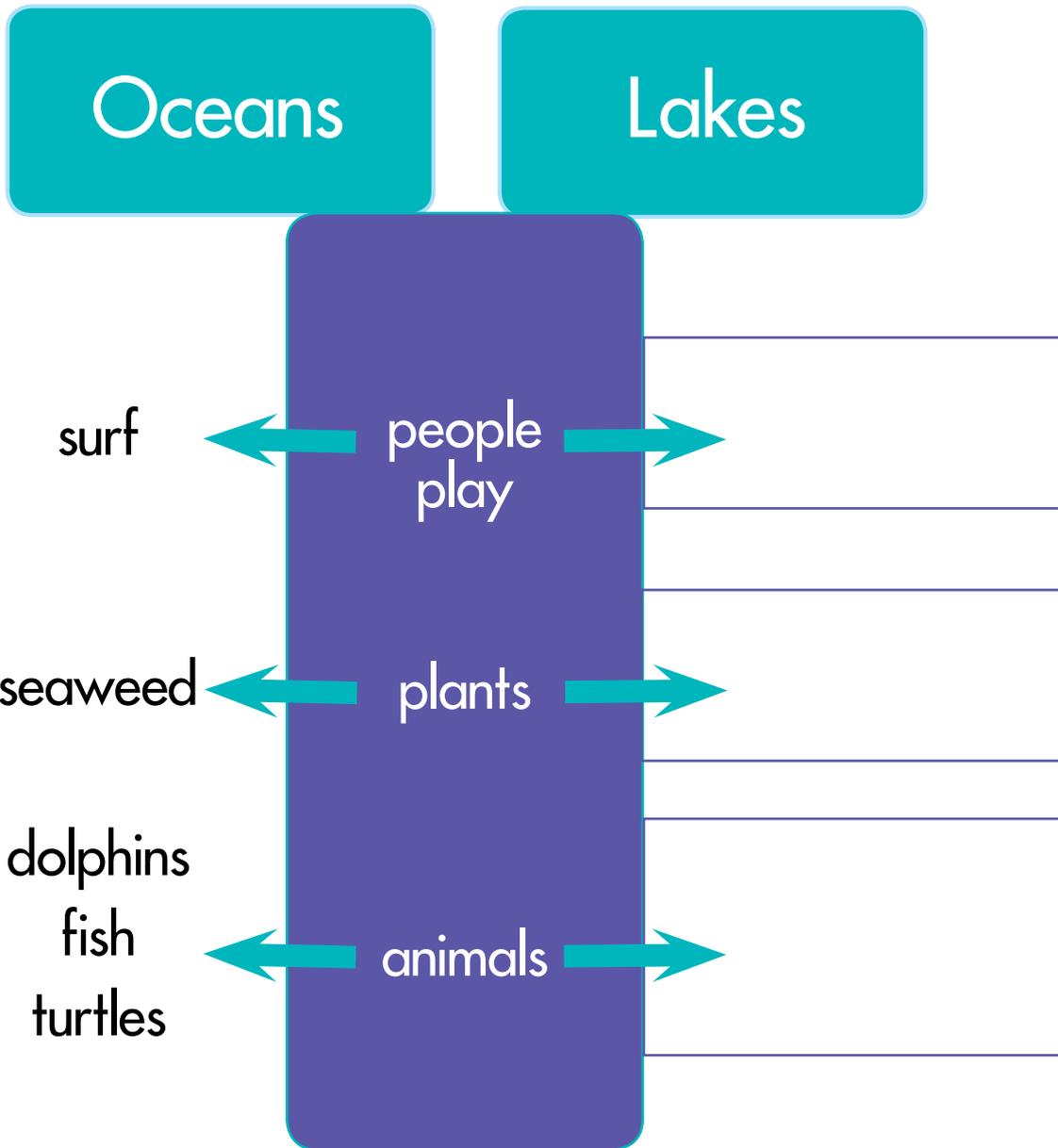
Level: F6

Name: \_\_\_\_\_

Little Books of Answers

Use these words to complete the chart.

fish frogs rushes skate turtles



Permission is given to copy for use with the Little Books of Answers series

# How Are Oceans and Lakes Alike?

Level: F6

Name:



Little Books of Answers

Draw and write.

I like the part about

---

---

---

Permission is given to copy for use with the Little Books of Answers series