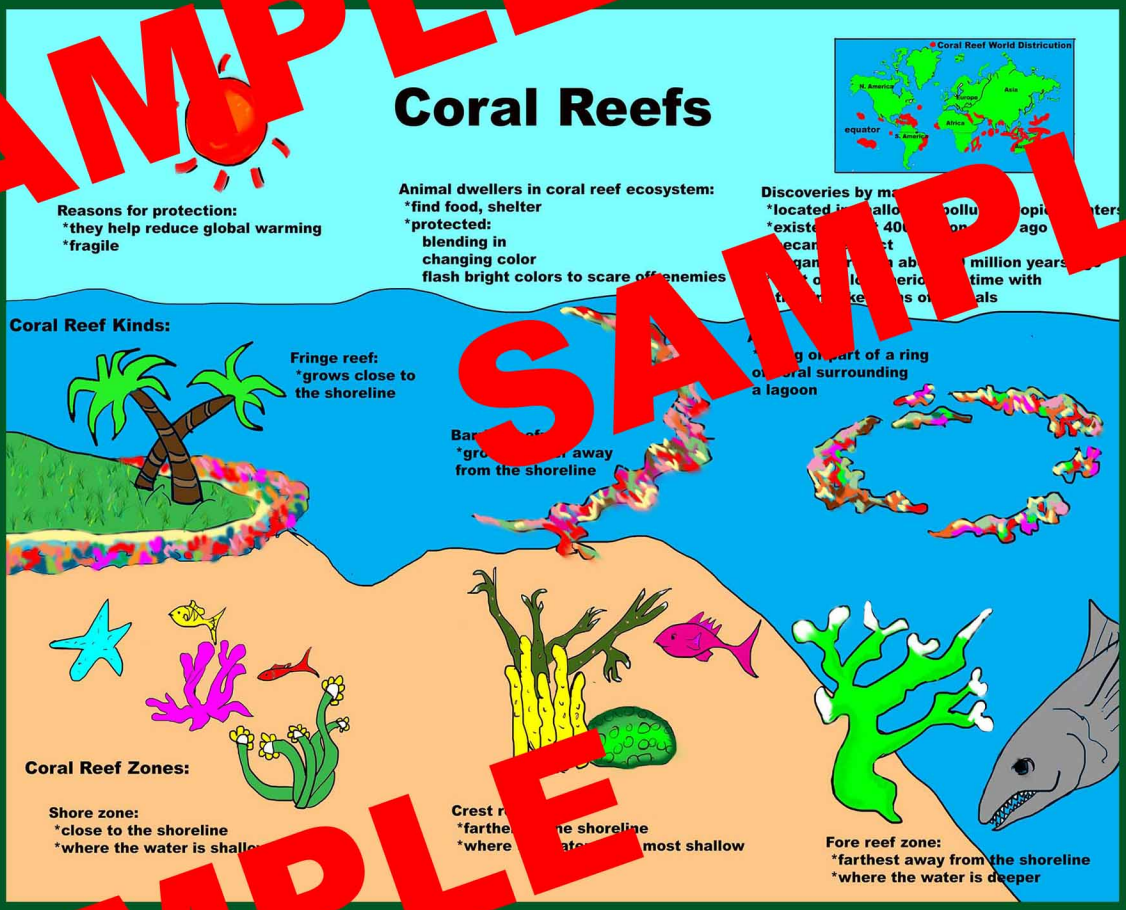
Close Reading

Plus Writing Activities

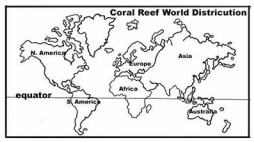
Coral Reefs By Gail Gibbons



Teaching Environmental Science through Reading, Comprehension, Vocabulary, Posters, and Reflection

Qiang Ma

Coral Reefs



Reasons for protection:
*they help reduce global warming
*fragile

Animal dwellers in coral reef ecosystem:
*find food, shelter
*protected:
blending in
changing color
flash bright colors to scare off enemies

Discoveries by marine biologists:
*located in shallow, unpolluted tropical waters
*existed about 400 million years ago
*became extinct
*began to return about 50 million years ago
*built over long periods of time with
the tiny skeletons of animals

Coral Reef Kinds:

Fringe reef:
*grows close to the shoreline

Barrier reef:
*grows farther away from the shoreline

Atoll:
*a ring or part of a ring of coral surrounding a lagoon

Coral Reef Zones:

Shore zone:
*close to the shoreline
*where the water is shallow

Crest reef zone:
*farther off the shoreline
*where the water is the most shallow

Fore reef zone:
*farthest away from the shoreline
*where the water is deeper

Name:_____ #:_____ Date:_____

Coral Reefs Close Reading Organize

Title: _____

Things to remember
Colors to mark the passage: • Highlight the title in yellow. • Underline topic sentence in green. • Circle the important words about coral reef in red. • Use close reading symbols throughout text.
CLOSE reading symbols: • Check Mark(V) – understands story • Star (*) – something is important • Exclamation mark (!) – something new, something that is surpris Question mark (?) – unsure, don't understand it

The main idea of these p

ned a

val reefs?

Name:_____ #:_____ Date:_____

Coral Reefs Close Reading Organizer

Title: Coral Reefs

Things to rememb
Colors to mark the passage: • Highlight the title in yello • Underline topic • Circle th reef • e close mbols th ext.
ading Mark(– som ant tion ma mething new, something at is surprising mark (don't understand it

main idea of these passages is to introduce the basic info of coral reefs.

What have you learned about coral reefs? I learned the three kinds of coral reefs and their differences.

1. Coral Reefs

Marine biologists believe coral reefs existed about 400 n ago, when dinosaurs lived. At the same time that dinosaurs be coral reefs died out. About 50 million years ago coral reefs be and they continue to survive.

Coral reefs are found in shallow, unpolluted tropical wat equator. They are fragile and need a special ecosystem to sur water temperature usually is between 64 Fahrenheit and 88 F

Marine biologists tell us that coral reefs were built over l time with the tiny skeletons of animals called hard coral polyp hard coral polyps build up when the polyps attach themselves When they die, their skeletons form coral rocks, the hard base reef. More living polyps continue building on top of the beautiful coral reefs teeming with life. Each kind c structure with its own shape structu colony.

e kinds of co ws shor grows fart fro elin a rin of a surrou lagoon. ted. They actually help red warm king carbon dioxide from the air and creating ox brea al reefs everywhere are fragile and should not be

1. Coral Reefs

TDQ #1 Marine biologists believe coral reefs existed about 400 million years ago, when dinosaurs lived. At the same time that dinosaurs became extinct, coral reefs died out. About 50 million years ago coral reefs began to return and they continue to survive.

Coral reefs are found in shallow, unpolluted tropical wa equator. They are fragile and need a special ecosys The water temperature usually is between 64 Fahrenheit

TDQ #2 Marine biologists l coral reefs were built periods of ti eletor ls called hard coral p coral po up w olyp attach themselv they d keletons l base of a coral s polyps continu of the hard base, forming coral reefs teeming with Each kind of coral will grow into a st th its own shape and size. Each structure is called a coral colo

TDQ #3 There are three kinds of coral reefs. A fringe reef grows close to the shoreline. A barrier reef grows farther away from the shoreline. An atoll is a ring or part of a ring of coral surrounding a lagoon.

TDQ #4 Coral reefs need to be protected. They actually help reduce global warming by taking carbon dioxide from the air and creating oxygen for all to breathe. Coral reefs everywhere are fragile and should not be disturbed.

1. Text Dependent Questi

When did coral reefs start to exist and where are they found?	
Explain how coral reefs were built.	
What are the three kinds of coral reefs? Describe each kind.	
coral reefs need to b	

1.Text Dependent Questions

When did coral reefs start to exist and where are they found?	Coral reefs started to exist about 400 million years ago. They are found in shallow, unpolluted tropical water near equator.
Explain how cor Ree built over long reefs w of attaching the leton nals call ard polyps t	
are th The three kinds coral reefs are: • a fringe reef grows close to the shoreline • a barrier reef grows farther away from the shoreline • an atoll is a ring or part of a ring of coral surrounding a lagoon.	
Why do coral reefs need to be protected?	Coral reefs need to be protected because they actually help reduce global warming, and they are fragile and should not be disturbed.

2. Life within a Coral Reef

Some animals have different ways to survive in this environment. Here they find food, shelter, and protectio

Some sea creatures in a reef have symbiotic relatio that each directly benefits the other. These creatures hel food, protect each other, and sometimes provide places t

Different kinds of corals and sea life thrive in their o in a coral reef, called zones. Every reef can be divided int shore zone which is close to the shoreline, crest reef zone off the shoreline, and fore reef zone which is farthest awa shoreline. The amount of sunlight and the motion of the three different zones of a coral reef. Sea life is mo about 30 feet of water. Each kind of coral wil own shape and size. Eac alled a

es of sea life ha s to ct t because their bac match th ner o scar nemies

place during the day. Abo creatures are active at this time. Others hide dur night.

2. Life within a Coral Reef

Some animals have different ways to survive in this special environment. Here they find food, shelter, and protection.

TDQ #1 Some sea creatures in a reef have symbiotic is means that each directly benefits the other. These creature h othe food, protect each othe etimes provide place

TDQ #2 s of co a life thrive in their o l place ones. f can be divided into zones e to t e cr e wh s farther and fore reef away from the

The amount of sunligh the motion of the sea vary in the t nt zones of a coral reef. Sea life is most abundant at a depth of abo et of water. Each kind of coral will grow into a structure with its own shape and size. Each structure is called a coral colony.

TDQ #3 Species of sea life have their own ways to protect themselves. Some are protected because their colors blend in with their backgrounds. Others can change colors to match their backgrounds. Still others flash bright colors to scare off their enemies.

TDQ #4 A coral reef is a very busy place during the day. About two-thirds of all the reef creatures are active at this time. Others hide during the day and feed at night.

2. Text Dependent Questi

What is symbiotic relationship?	
What are the three zones of coral reefs? Describe each zone.	
How do species of sea life protect themselves?	
Why is a coral reef a e during	

2.Text Dependent Questions

What is symbiotic relationship?	Symbiotic relationship means that each creature directly benefits the other.
What are the three zones of coral reefs? Describe each zone.	The three zones of coral reefs are: • shore zone which is close to the shoreline • crest reef zone which is farther off the shoreline • fore reef zo ch is farthest away from eline.
How do species of sea life protect themsel	ea li their own t th s. • So prote cause ors ble grounds. Others can change rs to match their backgrounds. thers flash bright colors to scare off their enemies.
coral a b e during the day?	A coral reef is a very busy place during the day because about two-thirds of all reef creatures are active at this time and others hide during the day.

Vocabulary

marine biologist	
extinct	
osystem	
shoreline	
lagoon	
colo y	

Vocabulary

marine biologist	A scientist who studies ocean animals.
extinct	Died out, no longer existing.
ecosystem	A community in nat incl all living an onli arts.
sh ine	e li g wh a large bo er meets the land.
oo	The body of water enclosed by an atoll.
colony	A group of animals of the same type living together.

Getting Started: C[illegible]ral Reef Close Reading

1. **It is [illegible] to [illegible] the follo[illegible] items ready.**

Ite[illegible]	Teacher	[illegible]de
The [illegible]oral Reefs by Gail Gibbons	V	
[illegible]son Plan	V	
Vocab Poster	V * Teacher can blow the original black and white sample into a poster.	
Info Organizer	V	V
Blank Paper for Drawing on Day 1	V	V
2 Reading Passages	V	V
2 Text Dependent Question Sets	V	V
1 Vocabulary	V	V
1 Coral Reefs Black Line Drawing Set	V	
1 Coral Reefs Color Drawing Set	* Teacher can blow the original black and white sample into a poster and color it.	* Students may create the poster in groups by using teacher's sample
[illegible]che[illegible]shee[illegible]mple Pa[illegible]ge: [illegible]al R[illegible]s Color Drawing with labels • [illegible]Vo[illegible]b Poster with Post-it notes • 1 Info Organizer completed • 2 Reading Passages with mar[illegible] • 2 Text Dependent Question S[illegible] answers • 1 Vocab Sheet with answers • 1 Coral Reef Writing Information Poster • 1 Teacher Sample Writing • 2 Student Individual sample Writings	* L[illegible]e for y[illegible] [illegible]u a[illegible]ping [illegible]ha[illegible] [illegible]r students.	
Sharpie	V	V
Crayon/Markers	V	V
Post-It	*	

V: must, *: optional

2. **Read the lesson plan.**
3. **Look at the finished sample works incl[illegible].**
4. **Photocopy 7 page package (1[illegible]mpty pag[illegible]drawing, Info Organizer, 2 Reading Passages, 2 Text Dependent Qu[illegible]et[illegible]nd Vocab[illegible]or students. Make an extra set for the teacher to**
5. **The[illegible]n [illegible]esign[illegible]as cross curriculum among ELA, Science/Enviro[illegible]t/C[illegible]ef, an[illegible] Fine[illegible]ts[illegible]g[illegible]se[illegible]ding and GLAD strategies.**

Term of Use

Credits

I draw all the clipart myself for all the products in my store.

Thank you so much and I hope you enjoy this lesson.