

## Lesson

# 10



### TARGET VOCABULARY

millions  
 choices  
 drift  
 simple  
 weaker  
 wrapped  
 disgusting  
 decide

Vocabulary  
 Reader

Context  
 Cards



**TEKS 2.58** use context to determine meaning; **ELPS 18** internalize new basic academic language; **4C** develop/expand/extend basic English vocabulary and structures

## Vocabulary in Context

- Read each **Context Card**.
- Tell a story about two pictures, using the **Vocabulary** words.

1

### millions

It looks like this shark has **millions** of teeth, but it really only has a few dozen.



2

### choices

Visitors at the aquarium have many **choices** of things to see.



3

◀ **drift**

This clever otter will not **drift**, or float, away.



4

◀ **simple**

Dolphins make jumping out of the ocean look **simple** and easy.



5

◀ **weaker**

One of these crab claws is **weaker** than the other. It is not very strong.



6

◀ **wrapped**

The octopus **wrapped** its strong tentacles around its prey.



7

◀ **disgusting**

Yuck! The litter around the trash can smells **disgusting**!



8

◀ **decide**

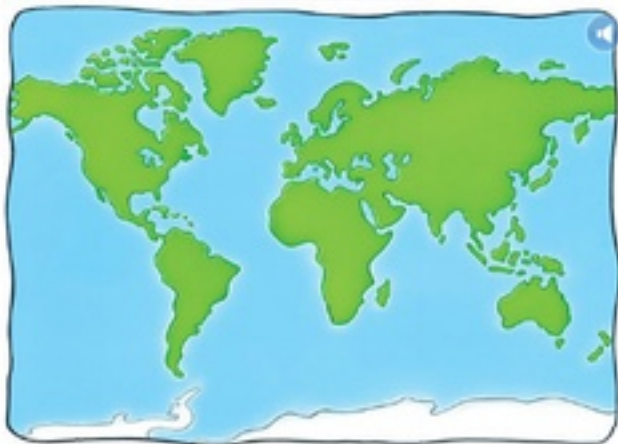
Is this a starfish or a crab? You **decide**.



# Background

**TARGET VOCABULARY** **Ocean Life** Millions of animals live in the oceans. Jellyfish are very simple ocean animals. Stronger animals eat weaker animals. Once an octopus gets its legs wrapped around a clam, the clam will be its lunch. Blue whales eat tiny krill that drift by. Weaker animals have a few choices for protection. Squid squirt clouds of disgusting ink in which they hide. Once a jellyfish stings a turtle, the turtle will decide the jellyfish is not good to eat.

Oceans of the World



jellyfish



clam



octopus



squid



blue whale





# Comprehension

## ✓ TARGET SKILL **Fact and Opinion**

*Jellies* contains many facts about jellyfish and some opinions. When you read, you must figure out which sentences give facts and which sentences state what the author feels or thinks. A chart like this can help.

Fact	Opinion

## ✓ TARGET STRATEGY **Monitor/Clarify**

As you read, stop to make sure you understand the story details. Readers monitor and clarify, or make sure they understand what they are reading, in order to make sense of new ideas and information. Your chart can help you.

## Main Selection



### TARGET VOCABULARY

millions      weaker  
choices      wrapped  
drift          disgusting  
simple        decide

### TARGET SKILL

**Fact and Opinion** Tell if an idea can be proved or is a feeling.

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### TARGET STRATEGY

**Monitor/Clarify** Find ways to figure out what doesn't make sense.

### GENRE

**Informational text** gives facts about a topic.

### MEET THE AUTHOR

## Twig C. George



Twig C. George's love of nature began while she was growing up around her mom, writer

Jean Craighead George. The George household had many unusual pets, including tarantulas, sea gulls, crows, and a screech owl that liked to take showers. Twig George raises her own children around nature, too.

An underwater scene featuring a large, textured, light-brown coral structure in the upper center. The background is filled with green and yellowish seaweed or coral. A jellyfish is partially visible on the right side. The title 'Jellies' is written in large, light blue, sans-serif font across the middle. Below it, 'THE LIFE OF JELLYFISH' is written in smaller, white, sans-serif font. The author's name 'by Twig C. George' is in white, sans-serif font below the title. A yellow circular graphic in the bottom right corner contains the text 'Essential Question' in red, followed by the question 'How do you know if something is a fact or an opinion?' in black. The page number '293' is in the bottom right corner.

# Jellies

## THE LIFE OF JELLYFISH

by Twig C. George

### Essential Question

How do you know if something is a fact or an opinion?

- ◀ If you were a jellyfish you would have two choices—to go up or to go down. That's it. Two. You would not have a brain, so you could not decide what to have for breakfast or where to go for lunch.

◀ **Mangrove  
jellyfish**





## An unnamed jellyfish



- ◀ The ocean currents would carry you along from place to place. In this way you could travel hundreds of miles. Food might pass by you and get caught in your tentacles. Or not.






◀ **Rhizostome  
jellyfish**

▶ Sea turtles, dolphins, and whale sharks would try to eat you.

You wouldn't worry about it because you couldn't.

You would just float on.





## Comb jellyfish

- ▶ You would protect yourself with **millions** of tiny, mechanical cells that, when touched by another animal, release a chemical and sting. Like a bow and arrow. You would not know if you were stinging a friend or an enemy. You would not even know what a friend or an enemy was!

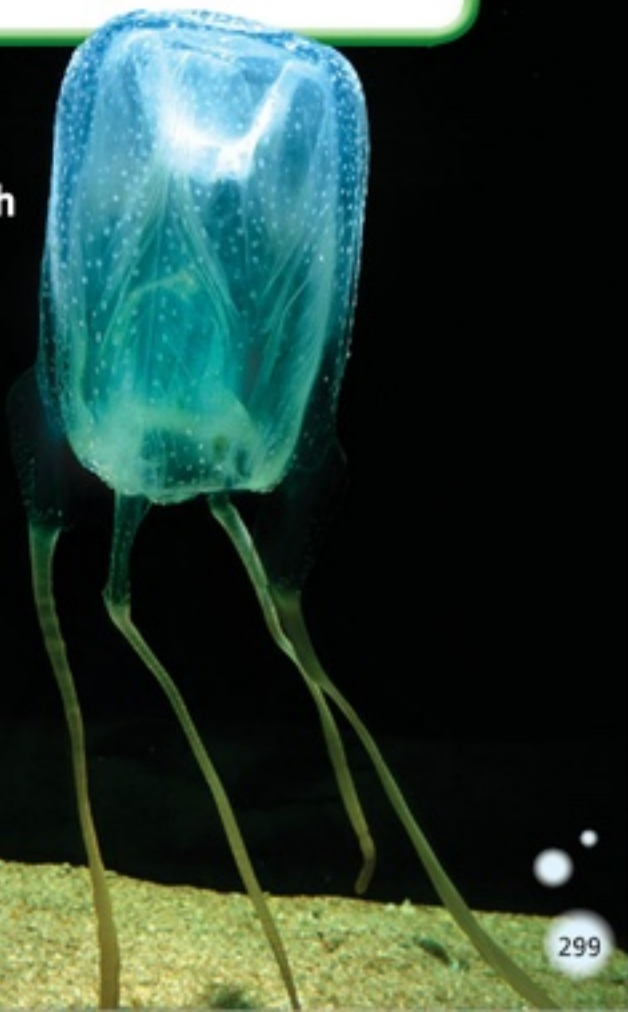
- ◀ Jellyfish sting for protection and to catch food. That's all. They don't hunt and they can't chase. They just bump and sting. Bump and sting.




- ◀ Little fish swim in and out of the dome of this moon jellyfish.

Some jellyfish sting gently. Some jellyfish have a sting so powerful that they are more dangerous than a cobra. These are the Australian box jellies.

**Australian  
box jellyfish**





## ◀ Thimble jellyfish

◀ Jellyfish are so **simple** that they look like plastic trash floating in the sea. When an animal eats a jellyfish it stays healthy and strong. When an animal eats plastic it gets **weaker** and weaker and eventually dies.



## ◀ Upside-down jellyfish

- ◀ Some jellyfish lie on the shallow bottom in clear, warm seas and grow their own food. These are called upside-down jellyfish. Once they have eaten small bits of algae, just once, they can grow more inside their bodies by sitting in the sun. They are their own greenhouses and grocery stores all wrapped up in one.



### STOP AND THINK


◀ **Monitor/Clarify** What do you need to know to understand how upside-down jellyfish get food?

VIDEO 12.38

## Portuguese man-of-war



- To be a jellyfish you need to be shaped like a bell, with at least one mouth, and tentacles. Many animals called jellyfish are really something else. The Portuguese man-of-war is not a real jellyfish. It has an air-filled bubble instead of a water-filled bell.

- 
- ▶ Jellyfish are almost all water and a little protein. They look slimy and **disgusting** when they wash up on the beach.

▶ **Moon jellyfish**



**STOP AND THINK**

**Fact and Opinion** What is one fact the author gives?

**LINK** 2.18

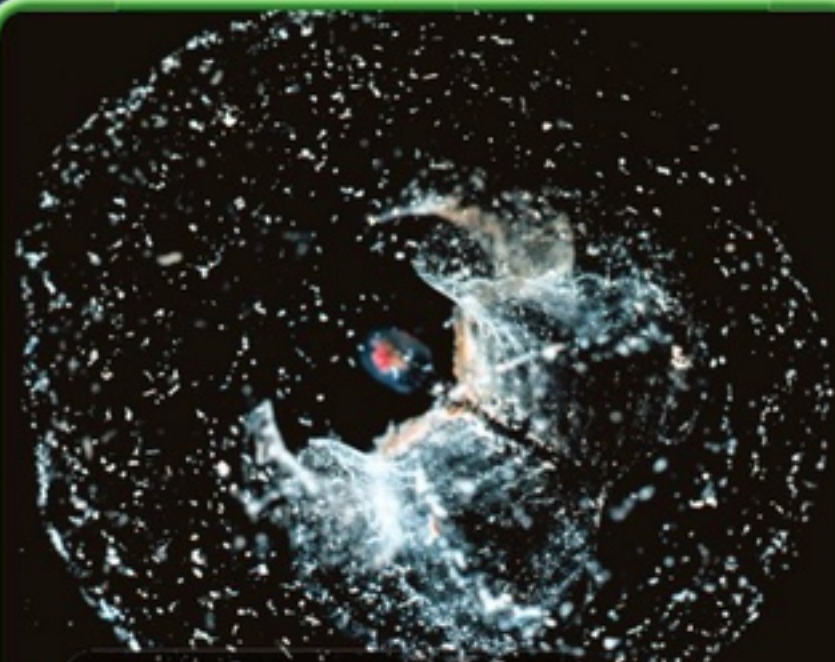




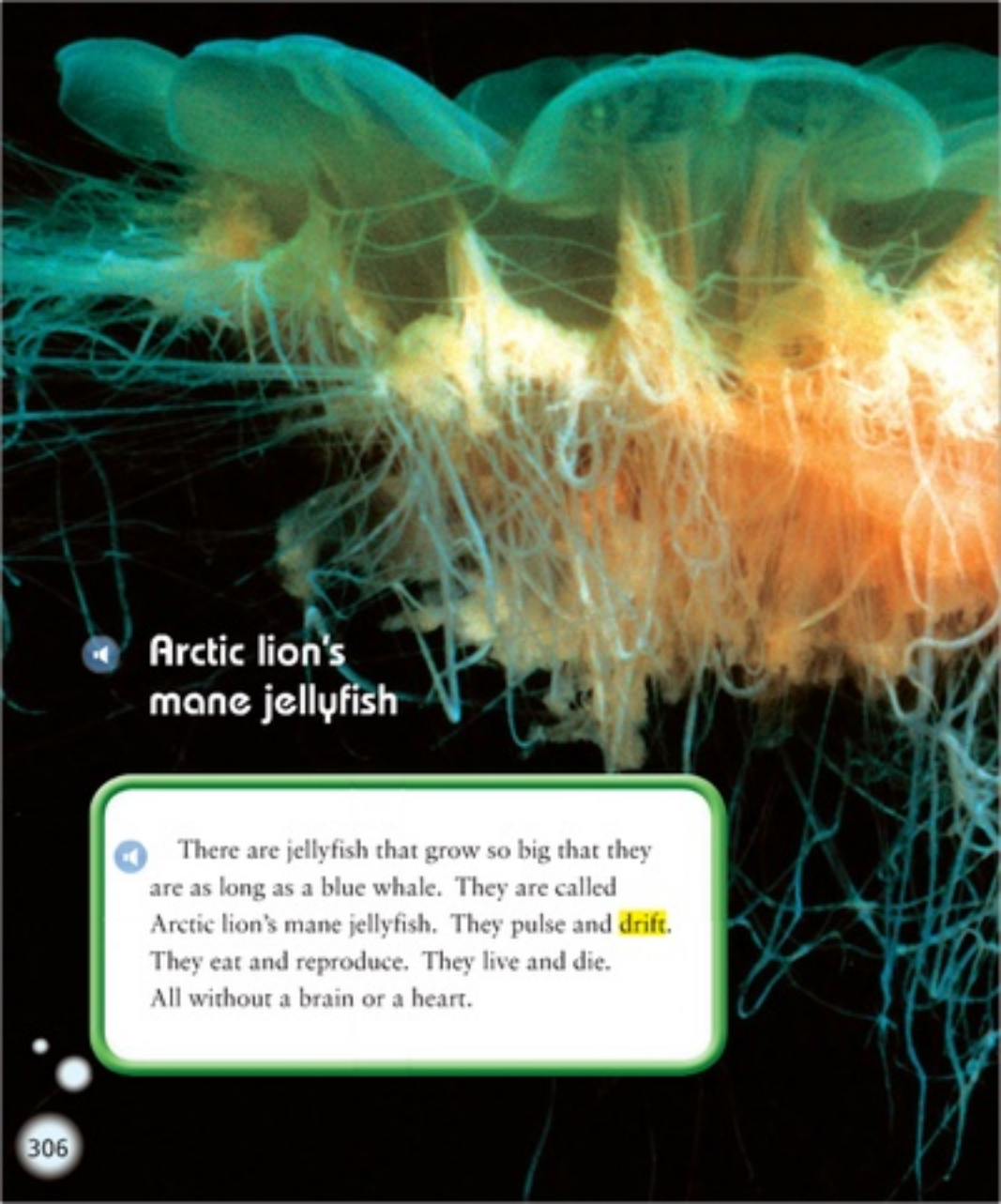
## West Coast sea nettle

- ◀ In the sea, jellyfish are beautiful. There are jellyfish as big as basketballs with long red tentacles, called West Coast sea nettles.

- ◀ There are tiny, elegant jellyfish that look like a blizzard of snowflakes.

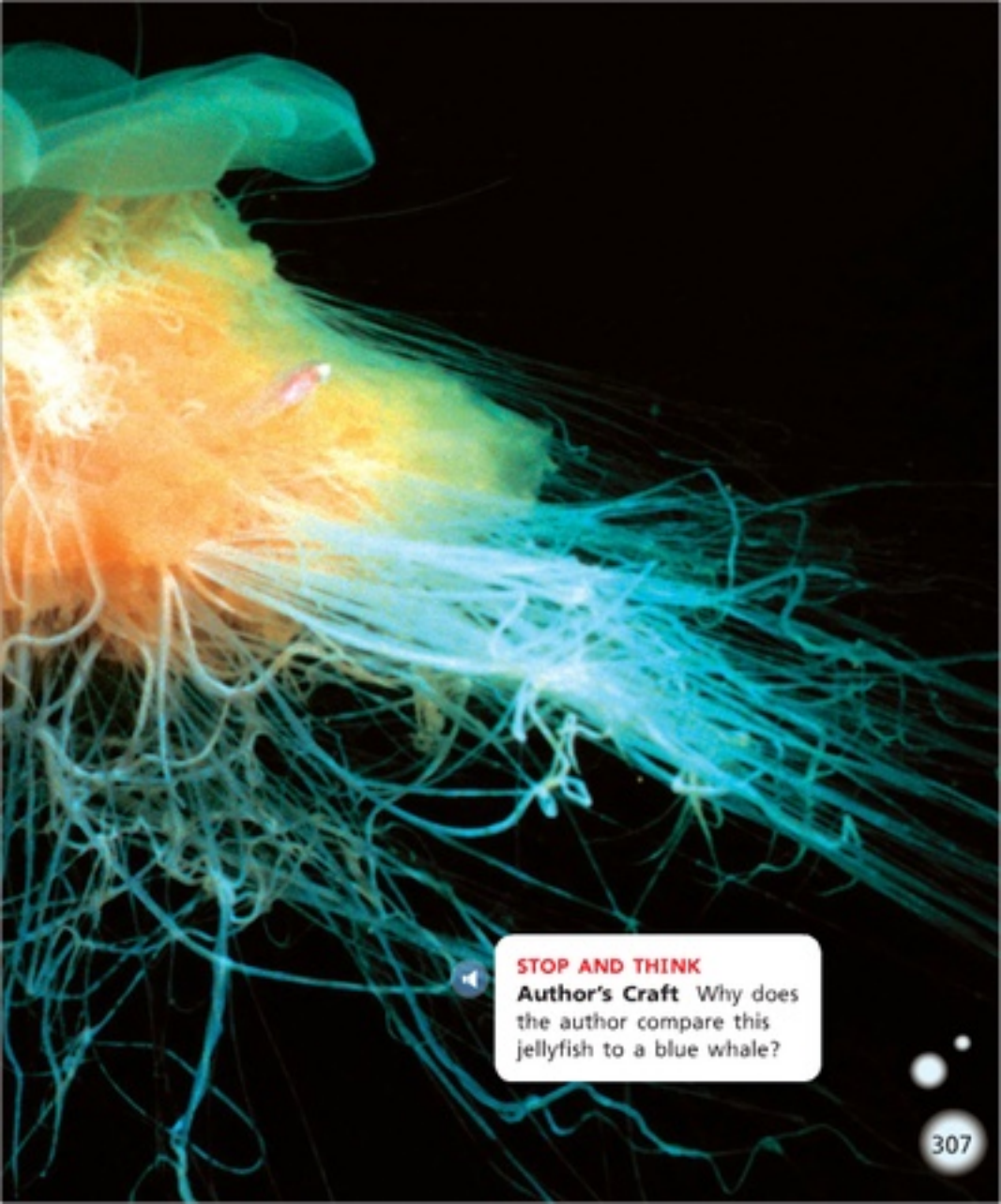


◀ *Oikopleura labradorensis*

A large, glowing jellyfish with a translucent, bell-shaped top and a dense, fibrous, orange and yellow mane hanging down. The jellyfish is set against a dark background, making its internal structures and the fine tentacles of its mane visible. The lighting highlights the texture of the bell and the intricate web of the mane.

## Arctic lion's mane jellyfish

There are jellyfish that grow so big that they are as long as a blue whale. They are called Arctic lion's mane jellyfish. They pulse and drift. They eat and reproduce. They live and die. All without a brain or a heart.



**STOP AND THINK**

**Author's Craft** Why does the author compare this jellyfish to a blue whale?



◀ **Golden Mastigias  
jellyfish**

◀ Someday you might be very lucky and see an ocean full of jellyfish. And, since you have a brain and a heart, you would know you were seeing something unforgettable.

## Your Turn

1. On page 306, the word drift means to —

- smile
- jump
- float

2.  **TARGET SKILL** **Fact and Opinion**

Write two interesting facts you learned about jellyfish.  
Then write your opinion about each fact. **TEKS 2.3B, ELPS 4K**


3.  **TARGET STRATEGY** **Monitor/Clarify**

How can the text on page 302 help you find out if the Portuguese man-of-war is a real jellyfish? **TEKS 2.3B, 2.3C**

4. **Oral Language** Use the Retelling Cards to tell what life would be like if you were a jellyfish. **ELPS 3F**



Retelling Cards



**TEKS 2.3B** ask questions/clarify locate facts/details/support with evidence; **2.3C** establish purpose/mainer comprehension;  
**ELPS 3F** acquire information in various contexts; **4K** employ analytical skills to demonstrate comprehension

Connect to

## Social Studies



### TARGET VOCABULARY

millions	weaker
choices	wrapped
drift	disgusting
simple	decide

### GENRE

**Informational text** gives facts about a topic. This is a social studies text.

### TEXT FOCUS

A **diagram** is a drawing that shows how something works.

# Meet Norbert Wu

## A Day on the Job

When Norbert Wu goes to work, he grabs his flippers! Why? Mr. Wu works underwater. **Millions** of creatures live in the water. Wu's job is to take photos of them.





## Choices to Make, Places to Go

Mr. Wu's job is not **simple**. He has to make a lot of **choices**. He must **decide** where to dive. He has to decide what camera to use. Some people might think it would be **disgusting** to be wet all the time.

Not Mr. Wu. He thinks his job is fun. He lives in California, but sometimes he travels. He has taken photos of Antarctic sea spiders. He has taken photos of Indonesian frogfish. He has seen sea cucumbers **drift** along the ocean floor and octopuses with their arms **wrapped** around their prey.





## ◀ Dressed for Work

Wu uses special cameras to get the best photos. Check out what he wears to work!



◀ **Air Tank**  
This air tank holds the oxygen that Wu breathes.

◀ **Flippers**  
Feet are **weaker** than fins for swimming. Wu wears flippers so he can swim better.

◀ **Camera**  
Wu's camera is specially made so he can use it underwater.



# Making Connections



## Text to Self

TEKS RC-207

- 1 **Think About Jobs** Would you rather write about ocean animals or take pictures of them? Explain using examples from the selections.



## Text to Text

ELPS 4K

- 1 **Compare Captions** Choose one photo caption from *Jellies* and one from "Meet Norbert Wu." Tell your partner how captions can be alike and different.

## Text to World

TEKS 2.3B, 2.24B

- 1 **Connect to Science** Choose an ocean animal you read about. Use other texts, such as magazine articles and encyclopedias to locate facts about that animal. Clarify the information you find in the other texts by asking questions.



**TEKS 2.3B** ask questions/clarify/locate facts/details/support with evidence; **2.24B** determine relevant information sources; **RC-207** make connections to experiences/texts/community; **ELPS 4K** employ analytical skills to demonstrate comprehension



# Grammar



## Verbs in the Present, Past, and

**Future** Some **verbs** name actions that are happening now. Some verbs name actions that happened before, or in the **past**. Other verbs name actions that will happen later, or in the **future**.



### Academic Language

verbs  
past  
future

Present	Past	Future
The jellies <b>float</b> .	The jellies <b>floated</b> .	The jellies <b>will float</b> .
We <b>watch</b> them.	We <b>watched</b> them.	We <b>will watch</b> them.



### Turn and Talk

**Work with a partner. Read the sentences aloud. Tell whether the action is happening in the present, in the past, or in the future.**

- I like ocean animals.
- Shelley enjoyed the waves.
- The jellies swim all around.
- We will visit the zoo tomorrow.



- ◀ **Sentence Fluency** When you write, make sure your verbs tell about the same time. Your writing will be easier to understand.



#### Incorrect

We **play** at the beach yesterday.

We **will jump** in the waves yesterday.

#### Correct

We **played** at the beach yesterday.

We **jumped** in the waves yesterday.



### Connect Grammar to Writing

When you revise your instructions, be sure all your verbs tell about the same time.

Reading-Writing Workshop: **Revise**

# Write to Inform

**Word Choice** It is easier for readers to follow instructions if the steps are clear. Choose words that tell your readers exactly what to do.

Later, Alexa revised her instructions and added exact words.

## Writing Process Checklist

Prewrite

Draft

**Revise**

- Are my steps in order?
- Did I use time-order words, such as *first*, *next*, and *finally*?
- Did I use exact words to make my steps clearer?
- Do I tell my readers what to do with what they made?

Edit

Publish and Share

## Revised Draft

You will need a pinecone,

peanut butter, birdseed, a  
~~spoon~~  
~~utensil~~, a paper plate, and  
string.

First, <sup>T</sup>tie one end of the  
string to <sup>the top</sup>part of the pinecone.

<sup>C</sup>Cut a long piece of string.

## How to Make a Birdfeeder

by Alexa Saperstein

Make an easy and fun birdfeeder. You will need a pinecone, peanut butter, birdseed, a spoon, a paper plate, and string.

First, cut a long piece of string. Tie one end of the string to the top of the pinecone. Next, take a spoon, scoop some peanut butter, and spread it all over the pinecone. Then pour some birdseed on a paper plate. Roll the pinecone around in the birdseed.

I added exact words to make my instructions clearer.

### Reading as a Writer

Which exact words did Alexa add to make her steps clear? Where can you add exact words to your own instructions?



# Test POWER

Read the selection. Then read each question. Choose the best answer for the question.

## Tornado!

- 1 Last summer, we had a scary surprise. It was a hot, humid night. It looked as if there would be a thunderstorm. Suddenly, the sky turned yellow. Then we heard a strange sound. It sounded like a train.
- 2 "A tornado is coming!" my dad said. My whole family ran down to the basement. We were happy when it was over. As we climbed the stairs, we began to feel anxious. We were about to find out what had happened.
- 3 A lot of trees were down. There were branches everywhere. Our neighbors had lost a part of their roof. Luckily, no one was hurt.



GO ON



- 1 What caused the train sound that the family heard?
- A tornado
  - A thunderstorm
  - The yellow sky
- 2 How did the family probably feel when they heard the strange sound?
- Afraid
  - Bored
  - Happy
- 3 What does the word anxious mean in paragraph 2?
- Tired
  - Worried
  - Pleased



**GO ON** 





## ◀ Snow Day

- 1 It was Friday morning. Katie was still asleep. Suddenly she felt her sister jump onto her bed. Katie groaned as she looked at the clock. It was too early.
- 2 "Get up!" said Maddie. "You have to see this."
- 3 Katie got up and went to the window. She saw a strange sight. There was a lot of snow! The girls had seen a few flakes before, but this was unusual.
- 4 "Let's make a snowman!" Katie shouted.

- ◀ 1 Katie groans at the beginning of the story because—
- she thinks it is too early to get up
  - she doesn't care about seeing the snow
  - her sister has gotten her up on a weekend
- ◀ 2 Which word best tells how the girls feel when they see the snow?
- Unhappy
  - Excited
  - Lazy
- ◀ 3 Which word from paragraph 3 means almost the same thing as the word unusual?
- strange*
  - window*
  - before*

