



# What Lives in a Tide Pool?

by Lily Richardson

## Overview

*This book explores a tide pool and the animals that live there.*

### Literacy Focus *Word Count: 187 words*

#### High Frequency Words

animal, can, eat, live,  
water, what, you

#### Content Words

pools, rocky, beach, tide  
pool, food, sea star,  
barnacles, shells, sea  
anemone, ams, rock crab,  
claws, shellfish, sea urchin

#### Reinforcing Decoding Skills

- Initial Consonant Digraphs:  
*sh (shells, shap)*
- R-Controlled Vowel Sounds:  
*ar (ams, hard)*

- Vowel Digraphs: *oo*  
(*pool, food*)

#### Print Conventions

- Identifying parts of a book
- Using an index

#### Comprehension/ Thinking Skills

- Comparing and contrasting
- Identifying main ideas  
and details
- Using illustrations to  
make predictions

#### Text Features

- Bold-faced type
- Labels
- Index

#### Writing/Speaking and Listening

- Writing about animals  
in tide pools
- Describing how animals  
are alike and different
- Listening to comparisons

#### Observe/Assess

See Graphic Organizers  
on page 173.

### Science Focus

#### Content and Thinking Skills

- Understanding that tide  
pools are ecosystems
- Recognizing that a variety of  
animals live in the tide pool  
environment

#### Background Information

Diverse types of plants and animals thrive in the salty conditions of a tide pool ecosystem. At the bottom of the food chain in a tide pool ecosystem are primary producers, which include green plants and certain kinds of plankton that use sunlight to make their own food. Next are primary consumers, which are

animals that eat primary producers. At the top of the food chain are secondary consumers, which are animals that eat other animals.

#### Correlation to National Standards Life Science

- Organisms and Environments

See Standards Chart on page 216.

## Literacy Focus

### Set the Scene

Begin a discussion of tides. Ask:

*Where do you find tides?*

*Where do you think you would find a tide pool?*

### Read and Discuss

#### Cover and Title Page

Show children the book and read the title and author's name. Have children predict answers to the title question.

#### Pages 2–3

Read the text with children. Ask:

*In what ways is the tide pool different from the ocean?*

#### Pages 4–13

Read the text with children. Pronounce each animal name and have children repeat it. Ask questions about the animals:

*In what ways are all these animals alike?*

*What special body parts help these animals get food?*

#### Pages 14–16

Have children view each picture and read its label. Point out the index on page 16. Explain that the index identifies pages in the book with information about important topics. Have them find *barnacle* in the index and turn to the listed pages.

### Respond

- Point out the word *shells*. Have children pronounce its initial consonant sound and identify the letters that make the sound. Have them find more words in the text that begin with *sh* (*shellfish*, *sharp*). Then have children list other words with an initial *sh*.

	sh	
shells	shellfish	sharp
shark	shore	shy

- Write the word *arms* and *hard* on the board, saying the words and emphasizing the *ar* sound. Have children say other words with the *ar* sound.
- Point out the words *pool* and *food* and have children pronounce their vowel sound. Ask them to guess words with the sound that *oo* makes in *pool* as you give them clues. For example, say: *In the morning we come here to learn.* (*school*)



#### Classifying

##### Activity Master, page 140

Have children complete the chart on Activity Master, page 140, by writing facts about animals that live in tide pools.



#### English Language Learners

Discuss some of the action words used in the text: *squeezes*, *waves*, *floats*, *cracks*, *scrapes*. Help children pronounce and act them out.

## Science Focus

### Science Concept

Tide pools are ecosystems that support a variety of animals with features particularly suited to life there.

### Activities

#### Tide Pool Creatures

Have children draw one of the animals described in the book. Make a tide pool background consisting of water and rocks on a bulletin board. Then have children display their pictures on the background.

#### I Am a Sea Star

Write each animal name—*barnacle*, *rock crab*, *sea star*, *sea anemone*, and *sea urchin*—on slips of paper so that there is one slip for each child. Have children draw a name and write a paragraph beginning “I am a \_\_\_\_\_.” Tell them to complete the paragraph by describing the animal's features.

#### Seashore Communities

Explain that, in addition to those listed in the book, there are other kinds of animals and plants that live in tide pools. Help children research and report on other tide pool organisms.



#### Tide Pool Chart

##### Activity Master, page 141

Have children complete Activity Master, page 141, by writing the word that identifies each animal.

Name \_\_\_\_\_

## What Lives in a Tide Pool?

Complete the chart with facts about the animals.  
Use your book to help you.

<b>Animal</b>	<b>Special Body Parts</b>	<b>How It Uses Body Parts</b>
<b>sea star</b>	<b>lots of arms</b>	<b>squeezes arms around animal it wants to eat</b>
<b>banacle</b>		
<b>sea anemone</b>		
<b>rock crab</b>		
<b>sea urchin</b>		

Name \_\_\_\_\_

## **W h a t L i v e s i n a T i d e P o o l ?**

Write the name of the animal after each question.

**I'm a star but not the kind you find in the sky. I have arms to squeeze my food. What am I? \_\_\_\_\_**

**I have five teeth under my body. I use my teeth to scrape food off of rocks. What am I? \_\_\_\_\_**

**I catch food as it floats past. I catch the food with my long legs. What am I? \_\_\_\_\_**

**I have legs and strong claws, too. I use my claws to crack open my food. What am I? \_\_\_\_\_**

**I have arms and can wave to you. But watch out! My arms can sting. What am I? \_\_\_\_\_**