Lesson 10

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.
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 and Opinion Chart]

**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.
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.
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.
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.
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.
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.
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.
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?
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**

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**STOP AND THINK**

**Fact and Opinion** What is one fact the author gives?
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
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.
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 4C**

<table>
<thead>
<tr>
<th>Fact 1</th>
<th>Fact 2</th>
</tr>
</thead>
</table>

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**

**TEKS 2.3B** ask questions/clarify; locate facts/details; support with evidence; 2.3C establish purpose/monitor comprehension; **ELPs 3F** ask/give information in various contexts; 4C employ analytical skills to demonstrate comprehension.
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.

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

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

Text to Self

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

Text to Text

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

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, 2.24B

ELPS 4E

TEKS RC-207

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 4E 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.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>The jellies float.</td>
<td>The jellies floated.</td>
<td>The jellies will float.</td>
</tr>
<tr>
<td>We watch them.</td>
<td>We watched them.</td>
<td>We will watch them.</td>
</tr>
</tbody>
</table>

Academic Language
verbs
past
future

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.

1. I like ocean animals.
2. Shelley enjoyed the waves.
3. The jellies swim all around.
4. 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.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>We play at the beach yesterday.</td>
<td>We played at the beach yesterday.</td>
</tr>
<tr>
<td>We will jump in the waves yesterday.</td>
<td>We jumped in the waves yesterday.</td>
</tr>
</tbody>
</table>

**Connect Grammar to Writing**

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

You will need a pinecone, peanut butter, birdseed, a spoon, utensil, a paper plate, and string.

First, tie one end of the string to part of the pinecone. 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.

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?
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.
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
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