



Lesson Plan Guide

Grades: K - 3

**Get ready to embark on magical,
undersea adventures with Emma and friends!**

Thank you to Jeanette Rivera of Miami, Florida,
for working with us to develop a comprehensive curriculum guide
of suggested lessons and activities for young readers.

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activities with the hashtag #SeaperPowers,
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**Lesson Plan Guide
Grades: K - 3**

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Kindergarten

Lesson plan guides

Seaper Powers Book #1 In Search of Bleu Jay's Treasure

Objective: Identify setting, characters, major events, and key details in a story.

Overview: Use broad strokes to outline big ideas.

- I. Where does the story take place? And when does that setting change?
 - II. Who are the characters, their names, and type of animal
 - III. Unique biological features (colors, limbs, etc.) of each character that are highlighted in the story
 - IV. What problem or challenge does each character face? Compare and contrast adventures and experiences of characters in familiar stories.
 - V. Suggestions from students for solving challenges faced by the characters
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Seaper Powers Book #2 The Mystery of the Blue Pearls

Objective: To fulfill standards of speaking and listening through presentation of knowledge and ideas.

Overview: Students should be able to describe familiar people, places, things, and events orally or in writing and with prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events.

- I. Have students recount personal experiences with sea creatures at the beach.
 - II. Based on the text clues, have students draw what they think Marty's home looks like.
 - III. Propose an alternate plan to rescuing Marty! How would they save Marty's life? Students can draw and use simple sentences in their drawing to describe their plan. (Do this before the rescue plan is revealed in the story.) Ask students to share and explain their plan with the class.
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Seaper Powers Book #3 The Rescue

Objective: Identify setting, characters, major events, and key details in a story.

Overview: Through open discussion and collaboration, encourage conversation with diverse partners about the story and real-life implications of ocean threats.

- I. Where does the story take place? Name all locations.
 - II. Who are the characters, their names, and type of animal?
 - III. Unique biological features (colors, limbs, etc.) of each character that are highlighted in the story. Discuss normal starfish characteristics versus symptoms of starfish disease.
 - IV. What problem or challenge does each character face?
 - V. Suggestions from students for solving challenges faced by the characters.
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Seaper Powers Book #4 The Riddle

Objective: To improve on writing standards through text type and purpose, integration of knowledge and ideas.

Overview: Describe an event using drawings or simple sentences and create a product that contains a main topic.

- I. Students will begin to understand clues and maps by describing the path that Emma takes to try and solve the riddle.
 - II. Gather opinions about where the next clue leads before telling the students the answer or what Emma chooses to do next.
 - III. Students create a checklist of clues that lead to the solving of the riddle.
 - IV. In pairs or small groups, students create their own map using their newly created checklist of clues.
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Seaper Powers Book #5 The Red Cap

Objectives: To encourage imaginative open discussion and comprehension of ocean related words.

Overview:

- I. Guide students through counting of the number of characters that are present in each scene. If possible, review the types of animals and highlight any rhyming words in the chapter.
- II. As new characters are introduced in the story, ask the children to describe how they imagine the characters would look like in real life.
- III. Finally, as conversation and collaboration develops, have students discuss or tell their personal past experiences with any sea creatures, the ocean, the beach or trips on a boat, to Florida, the Keys, or Nantucket.



Grade 1

Lesson plan guides

Seaper Powers Book #1 In Search of Bleu Jay's Treasure

Objective: To use integration of knowledge and ideas to discuss key details and main topic in a text read, read aloud, or viewed.

Overview: Use broad strokes to outline big ideas.

- I. Identify key details based on graphics such as the unique physical features of each character and their environment.
 - II. Discuss the main topic: Emma develops special powers underwater and is able to talk to her new sea friends.
 - III. Describe the connection between the characters; for example, how Emma meets Oliver and why they might have a special bond.
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Seaper Powers Book #2 The Mystery of the Blue Pearls

Objective: To improve the recollection and comprehension of key ideas and details in a text.

Overview: Use details to tell what happened in a story, retell the sequence of events in a story, identify and/or describe the characters from a story, and be able to describe feelings of characters.

- I. As a group, review the sequence of events as to Emma's disappearance using code words (first, next, then, last).
- II. Individually, have students choose the character in the story they like best. Have them draw a portrait of that character and describe why they like them the best. Use emotions to relate the character to the student (nervous, worried, excited, etc.)
- III. Create a map of Emma's travels! At the end of the story, in pairs, students can each draw a map to portray where they think each major event took place in relation to one another (Research Area, Pirate Ship Anchoring, The Island, Marty's Home). These drawings can be used later to create board games.



Seaper Powers Book #3 The Rescue

Objective: To assess foundational skills such as reading comprehension, fluency, and key ideas and details in a text.

Overview: Read this book as a class and encourage students to ask and answer questions about information in the text.

- I. Have students answer questions about Emma's location and how she got to each one. Their answers should include supporting evidence.
- II. Pause at particular points in the story and have students sketch an image of what they imagine the scene to look like.
- III. Gather opinions about each character and the scenes they drew. How do the characters feel? Why would they feel a certain way? Could this happen in real life? How and why?

Seaper Powers Book #4 The Riddle

Objective: To improve reading and writing standards through through craft and structure and integration of knowledge and ideas.

Overview: Describe orally a single event or a series of events that includes details about what happened and write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).

- I. Have students answer questions about Emma's location and how she got to each one. Their answers should include supporting evidence.
- II. Pause at particular points in the story and have students write a simple sentence about the last 2 clues that occurred in the story.
- III. Gather opinions about each character as they appear in the story. (Are they honest? Are they helpful?)
- IV. Use the list of simple sentences to create pictures for each clue.
- V. Draw a picture of what they think the Hawkazians looked like.



Seaper Powers Book #5 The Red Cap

Objectives: To describe connections between characters in the story, identify main ideas and retell texts including key details.

Overview:

- I. Through group discussion, have students retell previous chapters in as much details as possible connecting subsequent events.
- II. Encourage students to identify the key ideas of each chapter and, when appropriate, describe how characters are connected. For example, in Chapter 3 Mike meets Riley and her cat sanctuary. What do they have in common?
- III. Students can pick their favorite chapter or character and draw them as if they are in action. They can later share their picture and why they chose those characters.



Grade 2

Lesson plan guides

Seaper Powers Book #1 In Search of Bleu Jay's Treasure

Objective: To improve comprehension and collaboration by following agreed-upon rules for conversation, and build on others' talk in conversation by linking their comments to the remarks of others.

Overview: Set rules for conversation and encourage linking students' comments to each other's.

- I. Examples for rules: Students must raise their hands in order to make a comment or answer a question.
 - II. They may ask a question about specific story details but encourage them to ask about concepts and ideas. Do not answer their question directly but instead, continue to question them until they arrive at a conclusion.
 - III. Recount each characters specific challenge and discuss why they may feel certain emotions in those challenges.
 - IV. Acknowledge gaining the floor in respectful ways and differing viewpoints.
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Seaper Powers Book #2 The Mystery of the Blue Pearls

Objective: To fulfill writing standards by researching to build and present knowledge.

Overview: Use note-taking skills throughout the story to build a case and distinguish facts from opinion.

- I. Each student will create a fact chart. Columns should include character name, type of animal, physical description, personality, biology traits (for example, defenses) to be filled out throughout the story. Encourage questions about what is a fact and what is not. Have them indicate things they are unsure of for research after the story.
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Seaper Powers Book #3 The Rescue

Objective: Students will conduct short research projects, gathering information from digital sources and take notes to build knowledge about a topic.

Overview: Students act as marine biologists and research marine animals.

- I. Read the story as a class, making sure each student is designated reading time.
 - II. In pairs, have students research a marine animal (octopus, starfish, dolphins, giant squid, beluga whales, oysters).
 - III. Guide each partnership along the way in putting sentences together to introduce and define their topic. Basic biology concepts include: descriptions of the animal, location, habitat, food, reproduction, threats.
 - IV. Students can orally share their research to compare and reveal facts versus potentially fictitious information made up in the story.
 - V. Elaborate and expand conversations on any threats to any animals.
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Seaper Powers Book #4 The Riddle

Objective: To improve phonics, word recognition and fluency.

Overview: Recognize long vowel sounds (ee, ea, ai, ay, oa), prefixes and suffixes, and practice self-monitoring strategies to understand the story (re-reading, asking questions, using visuals).

- I. Identify and create flashcards of words with prefixes and suffixes throughout the story (e.g., slowly, instantly, exactly, etc.)
- II. Practice self-monitoring strategies unique to students (if possible) when questions are asked in order or answer each student's questions.
- III. In small group discussions, use the flashcards to recall the events in the story.
- IV. Reward students who can identify long vowel sounds as the story is read aloud.



Seaper Powers Book #5 The Red Cap

Objectives: To participate in shared research projects, gather information to answer questions, and read with accuracy and fluency.

Overview:

- I. Allow students to participate in reading aloud a few sentences at a time. This can be a volunteer activity or teacher assigned sections to read. Encourage students to open up about any emotions they may feel regarding whaling or conservation in general.
- II. Using teacher approved and directed materials, in pairs students will research the geographical areas mentioned in the story. Then, use their findings to illustrate a map of the course of Mike and Walter's ultimate rescue plan. Teacher can determine the time allocated for research and the time allocated for illustrations.
- III. Open for discussion an alternative rescue plan the students can think of or suggest, instead of Mike's long journey.



Grade 3

Lesson plan guides

Seaper Powers Book #1 In Search of Bleu Jay's Treasure

Objective: To address integration and presentation of knowledge and ideas.

Overview: Tell a story or recount an experience with logical sequence and to elaborate on a fact or opinion given in support of a claim with relevant details.

- I. Review sequence of events in Emma's story (Where does she live? Where does she vacation? How does she get there and why?)
 - II. Review sequence of events for Oliver and Steve. How do they get to meet Emma?
 - III. Gather opinions and evidence as to how Emma can communicate with her sea creature friends.
 - IV. Discuss main concepts of "Seaper Powers," treasure, and the clues to find the treasure.
 - V. Gather opinions and evidence as to where the treasure could be (problem-solving with context clues).
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Seaper Powers Book #2 The Mystery of the Blue Pearls

Objective: To fulfill reading standards by using craft and structure of the story.

Overview: Identify how the structure of a play is different than the structure of a story.

- I. After reading the story as a group, choose 2-3 scenes (e.g., "the boat," "the island," "bright lights," "blue pearls") to recreate and re-enact as a class. Make sure each student has a role; use or make props as necessary. (Use puppets from your kit!)
 - II. Emphasize the difference between the plot of a story and the requirements of a theatre performance.
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Seaper Powers Book #3 The Rescue

Objective: Students will conduct short research projects, gathering information from digital sources and take notes to build knowledge about a topic.

Overview: Students use real-life concepts and ideas to continue research and produce a report and fact sheet.

- I. Read the story as a class, making sure each student has designated reading time.
 - II. In pairs, have student research topics: NOAA, marine biologist, black holes, starfish diseases (or any other fish disease), giant squid, meteors
 - III. Guide each partnership along the way in putting sentences together to introduce and define their topic.
 - IV. Students can orally share their research to reveal and compare facts versus fictitious information made up in the story.
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Seaper Powers Book #4 The Riddle

Objective: To use and improve comprehension and collaboration and vocabulary use.

Overview: Express ideas and understanding in collaborative discussions, use known root words as a clue to unknown root words, use sentence context as a clue to the meaning of a new word.

- I. Encourage students to openly discuss where they think the clues are leading Emma and to explain why. (“They glide, they watch.” Who could it be?)
- II. Encourage students who disagree with others to openly express why they think differently and provide evidence.
- III. Ask students to write and/or draw the next clue that could lead to solving the riddle (at end of story).
- IV. Verbally clarify unknown root words using known root words. (For example: recharged)



Seaper Powers Book #5 The Red Cap

Objective: To understand and explain how text can convey a mood or emotions, describe how successive parts build a story, research and organize findings.

Overview:

- I. In a two-column chart, one labeled “word” and the other “emotion” have students fill out the chart as the story is read. When they hear a word or a situation that makes them feel a certain emotion (excited, sad, concerned, confused, etc) they should raise their hand, (sharing is optional) then fill out their chart.
- II. Individually, students are to create a cartoon of a scene in the story. The teacher can choose the scene or the students can choose their scene. They are to retell the scene using only pictures and verbally explain what is happening in their scene.
- III. Guide students through research for a set amount of time. The topics are whaling and alternate forms of energy and fuel. Then guide students in building an outline that summarizes their findings.



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Florida Standards

Kindergarten curriculum

Book #1: LAFS.K.RL.1.1, LAFS.K.RL.1.3, LAFS. K.RL.3.9

Book #2: LAFS.K.SL.2.4, LAFS.K.SL.2.5, LAFS.K.SL.2.6

Book #3: LAFS.K.SL.1.1, LAFS.K.SL.1.2, LAFS.K.SL.1.3

Book #4: LAFS.K.W.1.1, LAFS.K.W.1.2, LAFS.K.RL.3.9, LAFS.K.RL.4.10

Book #5: LAFS.K.RF.2.2, LAFS.K.SL.1, LAFS.K.SL.2

Grade 1 curriculum

Book #1: LAFS.1.RL.1.1, LAFS.1.RL.1.2, LAFS.1. RL.1.3

Book #2: LAFS.1.RL.1.1, LAFS.1.RL.1.2, LAFS.1.RL.1.3, LAFS.1.SL.2.5

Book #3: LAFS.1.SL.1.2, LAFS.1.RF.4.4, LAFS.1.SL.2.4

Book #4: LAFS.1.RI.2.6, LAFS.1.RI.3.8

Book #5: LAFS.1.RI.3, LAFS.1.SL.2.AP.4a

Grade 2 curriculum

Book #1: LAFS.2.SL.1.1, LAFS.2.SL.1.2, LAFS.2.SL.1.3

Book #2: LAFS.2.W.3.7, LAFS.2.W.3.8

Book #3: LAFS.2.W.2.5, LAFS.2.W.2.6, LAFS.2.W.3.7, LAFS.2.W.3.8

Book #4: LAFS.2.RF.3.3, LAFS.2.RF.4.4, LAFS.2.RI.2.4

Book #5: LAFS.2.W.3.7, LAFS.2.W.3.8, LAFS.2.RF.4.4

Grade 3 curriculum

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Book #4: LAFS.3.RL.2.5, LAFS.3.RL.2.6, LAFS.3.RL.3.7

Book #5: LAFS.3.RL.3.7, LAFS.3.W.3.7, LAFS.3.W.2.4

