

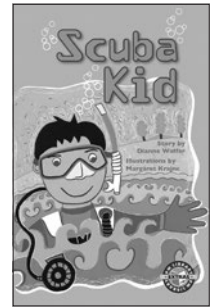
# Scuba Kid

PM Level 28

Ruby

**Text Type** Narrative

**Running Words** 2630



## Preparing for Guided Reading

### Orientation to the Text

- On his 12th birthday, a young boy's dream of being able to scuba dive with his family is finally fulfilled! He attends diving lessons where he learns all the necessary skills for diving. He feels confident performing these skills. However, when it comes to taking his face mask off under water, this proves to be far more difficult! He must overcome this fear and successfully remove his mask under water to pass the course, and be a 'real' scuba diver.

### Prior Knowledge

- Brainstorm words about scuba diving and other underwater sports. Why is it so important to have lessons?

## Building the Balanced Reader

### Grammatical Conventions

- Hyphenated words show that words are linked, e.g. *left-behind-person*, *learn-to-dive*, *buddy-breathe*.
- Discuss the use of onomatopoeia, e.g. *phew*, *gulped*.
- Identify colloquialisms used by the characters in the text, e.g. *Help!*, *How embarrassing!*, *No worries!*
- Locate examples of similes on pp. 6, 7, 25

### Vocabulary

#### Key vocabulary

*accidentally, buoyancy, camouflage, cooperate, cramped, crevice, desperately, disguise, flotation, gauges, grotto, impatient, lurking, miserably, nitrogen, panicking, regulator, resorts, squinted, uncertainly,*

### Spelling

- Locate examples of the prefix *un* or *dis* used to make antonyms, e.g. *uncertainly, uneven, disappointed*.
- Word building: doubling consonant before adding *ing*, *ed* and *ly*, e.g. *snorkelling, swimming, signalled, dropped, accidentally, finally*.
- Encourage students to use knowledge of compound words to write longer words correctly, e.g. *underwater, wetsuit, seabed, shortbread*.
- Discuss the correct spellings of *breath* and *breathe*. Note the effect of the final *e*.

### Visual Literacy

- What does the front cover tell you about the book? What is a scuba kid?
- Use the chapter titles as a guide to predicting the story.
- What words would you use to describe the illustrator's style?

### Focusing on the Story – Guided Reading

- Who is telling the story?
- What is the *left-behind-person*? (*inferential*)
- What did the storyteller receive for his twelfth birthday?
- What skills did the boy have to learn at the 'learn-to-dive' course?
- Have you ever tried the same trick as the boy did to overcome nerves? Did it work? Have you tried any other ways? Did they work?
- Why was it so hard for the boy to remove his mask? What helped him?
- What was the boy's name? Why do you think it was never mentioned in the story?
- How do you think the boy felt when he was able to remove his mask successfully?

### Comprehension

- Why does the storyteller have to be twelve before he can dive? (*Literal*)
- Why is the word *down* repeated three times? (*Inferential*)
- What other sea creatures might the divers have seen on their dive? (*Applied Knowledge*)

### Follow-up Activities

- Draw pictures and write captions to show all the skills the boy needed to learn to be a scuba diver.
- Find meanings of technical words in a dictionary, then use each one in a sentence. Find words from the story with the prefix *un*.
- Scuba is an acronym for Self-Contained Underwater Breathing Apparatus. Make a list of as many other acronyms that you can think of. Pair up with a partner and see whether yours were the same or different. What resources could you use to find more?

## Learning Intentions

- We are learning to relate our personal experiences to events that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

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## Success Criteria

- I can identify and discuss themes in the text that I have personally experienced.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up