

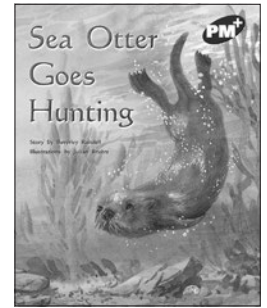
# Sea Otter Goes Hunting

PM Level 19

Purple

**Text Type** Narrative

**Running Words** 446



## Preparing for Guided Reading

### Orientation to the text

- Study photographs of sea otters or view a video. Write facts about sea otters on a chart.

### Prior knowledge

- Our sea floors are natural hunting beds for sea creatures large and small. In this story, a little sea otter shows how to open a clam shell using basic technology – a hammer on an anvil!

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*against, bright, enough, learned, reached, used*

#### Content Words

*anymore, bottom, clam, flashed, hammered, lose, mistake, otter, shellfish, tucked*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations. Explain that this story is about just one sea otter. Observe features of the sea otter's habitat.
- Ask questions that encourage purposeful reading, e.g. *Why did the little sea otter think that he was old enough to care for himself?* Explain that sea otters swim through the water with side-to-side wriggling movements, using both their body and tail.
- Talk about the otter's need to come to the surface for air. Admire the little sea otter's perseverance. Recall other stories about young animals that have learned new skills by copying the actions of adults. Point out that real sea otters behave like this when opening a clam.

- Allow time for students to reflect on what they have read. Discuss characteristics of the little sea otter's personality. Point out that even grown otters are fond of play.
- Ask students to re-read the story for facts about sea otters. Discuss reading for different purposes, i.e. for enjoyment or for information.
- Revise digraphs in initial and final positions: *chest, thick, flash, rush, teeth.*
- Revise the purpose of prepositions, e.g. *against, between.*
- Revise changing medial vowels to make new words: *clam, climb; dive, Dave; hunt, hint; drop, drip.*
- On the whiteboard, write examples of vivid visual language structures found in the story. Discuss their meanings, e.g. *Tiny bubbles of air in his thick fur made him look shiny as he flashed through the water.*
- Discuss the meaning of the adverb *tightly* as used in the story, e.g. *The clam was tightly stuck* and *But the shell stayed tightly closed.*

### Comprehension

- What mistake did the little otter make? (*Literal*)
- Why was the little otter feeling tired? (*Inferential*)
- How did the little otter feel when he opened the clam? (*Inferential*)

### Follow-up activities

- Individually or in pairs, encourage students to complete simple research projects about sea otters.
- Discuss other adventures that the little sea otter might get up to. Have students write stories about their ideas.
- Re-read other **PM Plus** and **PM Library** texts about real animals. Encourage students to write retells of the stories they enjoyed.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

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