

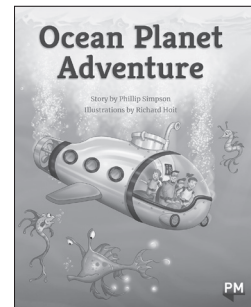
# Ocean Planet Adventure

PM Level 20

Purple

**Text Type** Narrative

**Running Words** 604



## Preparing for Guided Reading

### Prior Knowledge

- Students should be aware of what a submarine is. Discuss some of the procedures and resources related to being under water, such as using an airlock and needing diving suits to breathe.
- Students also need to understand the difference between fiction and non-fiction, and be familiar with the basic structure of a narrative.

### Orientation to the Text

- Jake, Anna and their parents are excited to go on a trip to Ocean Planet and have a ride in a submarine to a hotel at the bottom of the ocean. That is, until a giant sea turtle accidentally cracks the window of the submarine with its flipper. As they scramble to put on diving suits, Jake and Anna wonder how they will make it to the underwater hotel now.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*appeared, below, giant, huge, screen, straight, surface, terrified, We'll, We've*

#### Content Words

*airlock, bobbing, controls, diving, exciting, flipper, hotel, locker, ocean, shall, spaceship, submarine, though*

### Decoding

- Focus on the different sounds that 'ea' makes in words in the text, such as *ocean, sea* and *head*.
- Support students to read on and read back when they come across an unfamiliar word, to identify what looks right, sounds right and makes sense in the sentence.
- Look at the word *exciting* together. Ask, *How many sounds are in this word? What letter makes the /s/ sound?*

### Focusing on the Book – Guided Reading

- Read the title *Ocean Planet Adventure* to students before showing them the book. Ask, *What can you see in your mind when you hear that title?* Look at the front cover together and discuss what is similar to and what is different from what students imagined.
- Point out the first set of speech marks on page 3 to students. Ask, *What are these called? What other punctuation is used in this sentence?* Discuss how speech marks are used in dialogue.

- Continue to page 7. Invite students to close their eyes and visualise what it will be like under the ocean in the submarine. Ask, *What pictures can you see in your head? What do you think the trip to Ocean Planet might be like?*
- Read page 10 together and ask students to make a picture in their heads of what might be attached to the other end of the flipper. Ask, *Whose flipper do you think it is? What can you see happening next?*
- Talk about the punctuation within the dialogue on page 12. Ask, *Who said, "It's in the deep water below us."? How do you know?*
- Continue to page 21. Ask, *What do you think it would look like, feel like and sound like to be riding on the turtle's shell? How can visualising this help you to understand the story?*
- Read to the end of the story. Say, *Close your eyes and make a picture in your head of what it is like on Ocean Planet. What do you see?*
- Re-read the text together, focusing on the role of punctuation in the dialogue and how to tell who is speaking.

### Comprehension

- Why did the family ride the turtle's shell to get to the underwater hotel? (*Literal*)
- Do you think the turtle meant to hit the submarine with its flipper? Why or why not? (*Inferential*)
- What sort of person do you think would like to go to Ocean Planet? Why? (*Applied Knowledge*)

### Follow-up Activities

- Ask students to use the book and their visualisation skills to help them draw a diagram of the family's trip from the landing pad at Ocean Planet to the underwater hotel. Guide them to label their drawings and to write or record an oral explanation of what they have included in their diagrams.
- Talk with students about what a marine biologist is and how people become marine biologists. If possible, invite a marine biologist to chat with students, either in person or online. Support students to write questions to ask that you can give your guest to prepare them for the event.
- Discuss the vehicles used in the story. Construct a word web about vehicles together, including different kinds of vehicles, what they are used for, whether they operate in the air, on land or at sea, and any other interesting information that students come up with.

## Learning Intentions

- We are learning to understand what we read.
- We are learning to read and interpret direct speech.

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## Success Criteria

- I can visualise what is happening in the story, and draw and describe what I see.
- I can identify the punctuation used when people are talking in the story.
- I can identify who is talking in the story.

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## Guided Reading Notes

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