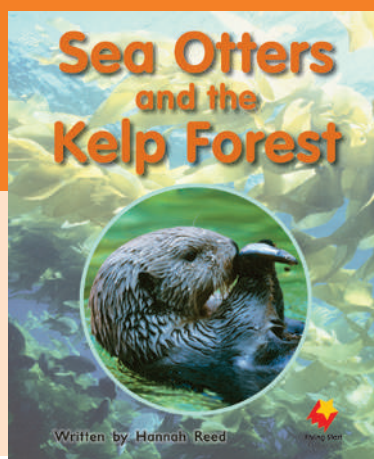


Lesson Plans

Transitional
reading stage

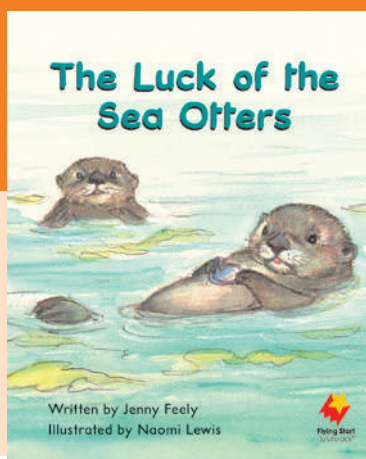
Level 14



Sea Otters and the Kelp Forest is a report about sea otters and the different ways they use the kelp forest to survive.

Running words: 437

Text type: Report



The Luck of the Sea Otters is about fishermen who take the shellfish-eating sea otters away from the kelp forest, before realising their mistake.

Running words: 425

Text type: Narrative

High-frequency words

New: away back because could find found into live must over than these until water while

Key vocabulary

clams crabs eating fisherman fishing hunt(ing) jetty kelp kelp forest pups rocks sea otters shellfish skin swimming tails webbed

Phonics

- Identifying the /v/ sound made by “ve” as in *leaves*
- Identifying the /j/ sound represented by “ge” as in *change*

Text features

Sea Otters and the Kelp Forest

- Captions; labels; headings
- Photographic summary chart

The Luck of the Sea Otters

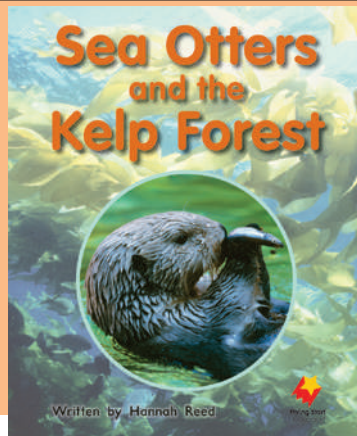
- Ellipsis
- Dialogue

Reading strategies

- Reading captions to gain further information from the text
- Self-correcting for meaning

ELL support	Key concepts	Curriculum link
• Headings and coloured photographs with captions support students' understanding of the information presented in the body of the text.	• Sea otters and kelp forests both need the other to survive. • If one link in a food chain is broken, all members of the chain are affected. • Human actions can have an impact on environments and their inhabitants.	• Science: Biological sciences – Habitat, food chain

Sea Otters and the Kelp Forest



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Students could turn and talk with a partner about sea otters and kelp. Ask: *What do you know about sea otters? What is kelp? What do you know about it?* Draw a chart with the headings *What we know about sea otters* and *What we know about kelp*. Invite students to tell you what they know about these things. Use students' ideas to fill in the chart.

★ Show students the photograph of the sea otter on the title page. Say: *This is what a sea otter looks like. What words could you use to describe this animal?* Show students the photograph of the kelp forest on page 3. Say: *This is a photograph of kelp in a kelp forest. What words could you use to describe this plant?* Write a list of the words suggested by the students.

Vocabulary building

★ Write a list of the content vocabulary that the students will come across in the book (*sea otters, kelp forest, pups, clams*). Talk through each word and its meaning. Encourage the students to talk about the words they are familiar with.

Introducing the book

Give each student a copy of *Sea Otters and the Kelp Forest*. Say: *This book is called Sea Otters and the Kelp Forest. It is a report about sea otters that live in kelp forests. It gives us information about how the sea otters swim, what they eat, how they get their food and how they look after their young. The book also explains why sea otters and kelp forests need each other.* Turn to pages 4 and 5. Say: *This page has the heading "Swimming". Look at the photo of the sea otter swimming. Why do you think the sea otter is a good swimmer?* Continue to talk through the book.

During reading

Ask each student to read the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students who are able to read the captions to gain extra information from the text. Ask: *What extra information did the caption give you that the photograph alone did not?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book.

Where do sea otters live? What do they eat? How do they get their food? (Literal)

Why is the kelp forest important to the sea otters? Why are the sea otters important to the kelp forest? (Inferential)

What have you learnt about food chains by reading this book? (Synthesising)

What would the author have needed to know about to write this book? (Critical)

Students could complete the Blackline master provided.

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *I noticed that you remembered to include the information from the captions as you read the book.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could sit knee-to-knee with a partner and take turns to read a page of the book. When they have finished reading, students could tell their partner what they liked about the way they read the book. For example, *I liked the way your voice was smooth and loud enough for me to hear.*

Word work

Phonemic awareness and phonics

Write the words “leaves” and “themselves” on the board. Ask: *What letters make the /v/ sound in these words?* Ask students to turn and talk with a partner about other words that have the letters “ve” representing the /v/ sound. Make a group list.

Exploring words

Refer students back to the chart you made during the Getting ready to read activity. Small groups of students could fill in a new chart that shows what they now know about sea otters and kelp forests. Students could share their charts, then underline all the words to do with sea otters and kelp. Create a group list of content vocabulary.

Writing

Modelled writing

★ Say: *What are the main events in the story?* Discuss with the students. Make a list of the events and model how to create a story map, using words and pictures that show these events. Begin with the first event, e.g. *The fishermen were looking for a new place to fish.*

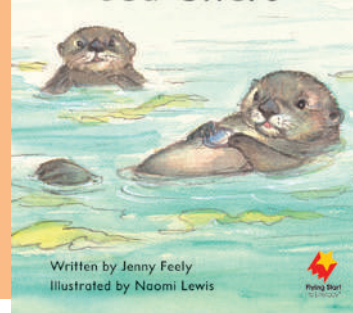
Independent writing

Ask students to create their own story maps using the list of events from the chart. Remind them to use words and pictures to show each event.

Sharing and presenting

Students could sit with a partner and take turns to talk about their story maps.

The Luck of the Sea Otters



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Who has been fishing before? What did you fish for? Where did you go fishing?* Invite students to share their fishing stories with the group.

★ Support students by ensuring that they know what fishing is. Say: *Some people like to go fishing for fun. Other people go fishing as a job. The men in the story we are going to read are fishermen that are fishing for shellfish in the sea.*

Vocabulary building

★ Make a list of some of the content words in the book (*fishermen, jetty, kelp, kelp forest, sea otters, shellfish*). Talk through each of the words and its meaning. Encourage the students to talk about the words they are familiar with.

Introducing the book

Give each student a copy of *The Luck of the Sea Otters*. Say: *This book is called The Luck of the Sea Otters. It is about a group of fishermen that were fishing for shellfish. When they realised that the sea otters were eating the shellfish, they decided to move the sea otters away.* Talk through each page of the book. Say: *Here are the fishermen. What are they doing to the sea otters? Why are they doing this?*

During reading

Ask each student to read the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students who are able to self-correct to make meaning. *Do students notice when an error is made? Do they recognise when the meaning of the text is lost? Do they self-correct to make meaning?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

Why did the fishermen remove the sea otters from the kelp forest?
Why did they bring the sea otters back to the kelp forest? (Literal)
Why was the wise man in the story so wise? (Inferential)
What does this story tell you about an animal's home? (Synthesising)
What message do you think the author is trying to get across by writing this story? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *I noticed that you reread to understand the meaning. That's what good readers do.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

In pairs, one student could read the speaking parts of the text and the other student could read the rest. Encourage students to read with fluency. Say: *When you are reading, try to make your voice sound smooth, not jerky.*

Word work

Phonemic awareness and phonics

Write this sentence from the top of page 10 on the board: "But then things began to change". Underline the word "change" and then ask: *What sounds do you hear in the word "change"? What letters make the /j/ sound in this word? Do you know other words that have this sound?* Make a list. In each of the words, underline the letters that make the /j/ sound.

Exploring words

Ask students to turn and talk with a partner about what a sea otter needs for a perfect home. Students could then draw and label the perfect home for a sea otter. Encourage the students to refer back to the text to find the correct spelling of the words they use for their labels.

Writing

Modelled writing

★ Use students' ideas to model a written retelling of the story. Ask: *What was the first thing that happened in the story? What happened next? Then what did the fishermen do?*

Independent writing

Have students draw the main events from the story and write about each part. Students can use the book as support.

Sharing and presenting

Students could sit in a circle with a small group and take turns to talk about their retellings.

Talk about the pair

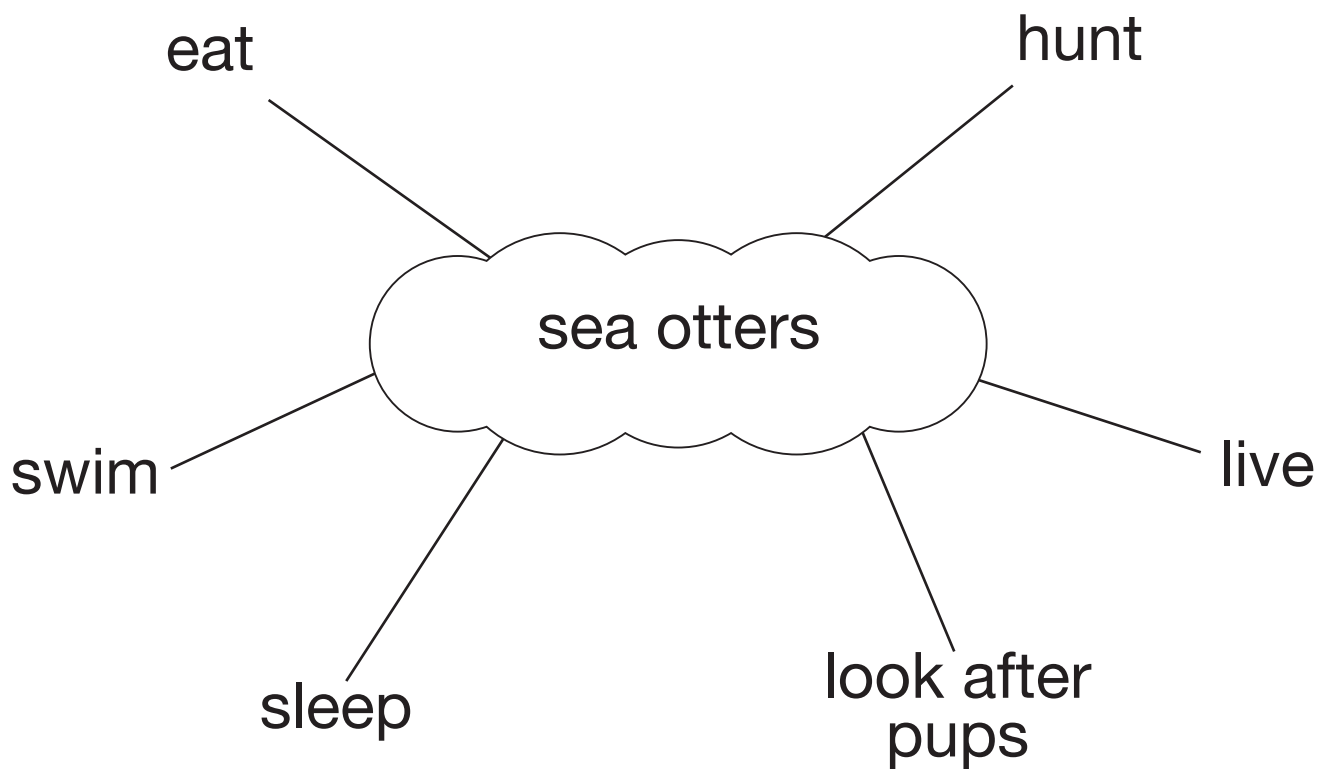
Ask: *Why is the kelp forest important to the sea otters?*
Why are sea otters important to the kelp forest?
Students could work with a partner to finish the following sentence starters:

Sea otters need the kelp forest because _____.
The kelp forest needs the sea otters because _____.
Students can work further with these books by completing the Activity card.

Blackline master

What I know about sea otters

Fill in as much information as you can under each of the headings in the concept map below.



Assessment

Can the student find relevant information in the text?

Can the students organise information under headings in a concept map?

Activity card

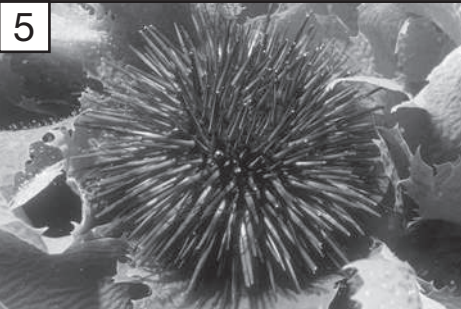
The perfect kelp forest



Create the perfect kelp-forest home. The winner is the first person to draw every part of the kelp forest on his/her piece of paper.

You will need: A piece of paper, coloured pencils and a die
What to do:

1. Join with two or three friends.
2. Take turns throwing the die.
3. Match the number you roll with the number on the table below, then draw a picture of this word (e.g. if you roll 4, draw a crab).

1 	2 	3 
kelp	sea otter	pup
4 	5 	6 
crab	sea urchin	clams

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