

Under the Sea

GOALS

Comprehension

Connect to prior knowledge: What animals do you know that live under the sea?

Vocabulary

High-frequency Words: I, the, a, see, am

Content Words: sea, under, blue, fish, red, yellow, purple, pink, sea star

Phonemic Awareness

Recognise and produce words that begin with the same sound: /s/

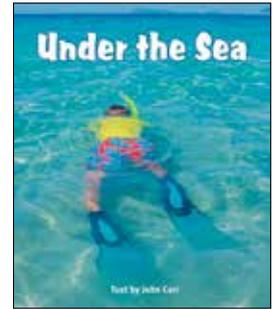
Phonics

Letters and Sounds: s

Words to Blend and Segment: sat, sap, sam, sad, sit

Fluency

Students practise reading the text orally with a partner.



See the coloured fish under the sea.

Before Reading

- Ask students what animals they know that live under the sea.
- Look at the cover together and describe what you see. Ask: What is the boy doing? Predict what the title might be. Read the title together. Ask: Has anyone been snorkelling in the sea? Did they see anything?
- Read the title page together. How is the picture on the title page different to the cover?
- Talk/walk through the pictures. Discuss the colour of the fish the boy sees on each page. Then find the word for the colour, e.g. *red* on page 6. Look for the letter that has the /r/ sound. Point to *red*.
- Before turning to page 16 ask what might happen at the end of the text. What does the boy do?

Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss the colour of the fish, then read the words together. (Students point to the words as they are read.) They notice the spaces between the words. Follow this pattern for each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Why did the boy make himself into a star?
- Retell the text in order, using the pictures as a guide.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /s/ Have students get their mouths ready to say *Sam*; /s/. Say the word slowly /s/, *sam*. Emphasise the /s/.
- Students listen to and slowly repeat *sat*, *sap*, *sip*, *sit* and *sad*. Students think of other words starting with /s/, e.g. soup, soap, so, sack.

Phonics

- Discuss the name and sound of the letter s. Write cvc words *sat*, *sap*, *sip*, *sit* and *sad* on the board to practise blending and segmenting the sounds together as a group, e.g. /s/ /a/ /t/, *sat*.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *I*, *the*, *a*, *see*, *am*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate and read these words in the book. When they look for *see*, they look for the word with an s at the beginning. They put their finger under the s. They get their mouth ready for /s/ and say the word *see*. Do the same for each word.
- Students draw a picture of something under the sea from the text and write the matching sentence. e.g. *I can see a _____ fish.* (Find the missing colour word in the book.)

Fluency

- Students practise rereading the text orally with a partner. They follow your model. As this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader interesting information.

Writing

- Students write a new text about something under the sea using the pattern of the book.
I can see a _____. Students write the text and illustrate it.

Home/School Link

Students take the book and any related activity done in class home to share with family.