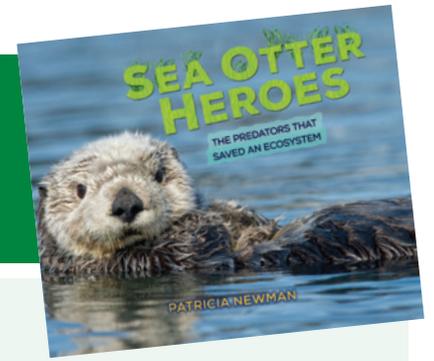


## Teaching Guide

# Sea Otter Heroes: The Predators That Saved an Ecosystem



Reading Level: Grade 5

Subject: Science

### Materials

- a book for each student
- paper
- pencils
- scratch paper
- Summarizing handout

### Reading Standards

- **CCSS.ELA-Literacy.RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

### Targeted Reading Strategy

Summarize text.

**Academic Vocabulary:** algae, apex predator, carnivore, climate change, correlation, ecosystem, estuary, habitat, herbivore, hypothesis, intertidal zone, kelp, mesocosm, nutrient, pesticide, phytoplankton, rebar, seagrass, sea hare, sediment, slough, tide, trophic cascade

## Before Reading

### Build Background Knowledge

- Give students scratch paper and ask them to draw the first thing that comes to mind when you say the word *sea otter*. Then ask each student to write three adjectives or descriptive words next to the drawing to describe it (examples: *furry, playful, quick*, etc.).
- Ask if anyone wrote *hero* as an adjective for sea otters. Explain to students that some animals are vital to help protect their ecosystems. Discuss what an ecosystem is if students do not know.
- Give each student a book. Read the title as you review the front and back covers together. Discuss what they see on the cover. Encourage students to make suggestions about what type of book it is (nonfiction, science-related, etc.) and what it might be about (animals, nature, the environment, etc.).
- Discuss the title page and author.
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students to read the chapter headings and make predictions about the book based on the table of contents.
- Have students preview the rest of the book and examine the photographs, captions, and text features.

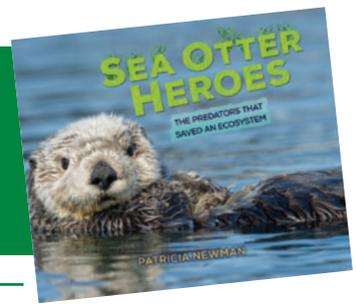
### Skill Introduction

- Explain to students that one way to understand and remember information in a book is to write an overview, or summary. A summary brings out the most important information in an entire book or in a section of a book and usually answers the questions *who, what, when, where, and why*.
- Write the following words on chart paper or dry erase board: *Who, What, When, Where, and Why*.
  - Introduce summarizing to students.

LEARNER  SOURCE™

## Teaching Guide

# Sea Otter Heroes: The Predators That Saved an Ecosystem



**Think-aloud:** While I read this book, I am going to stop every so often to remind myself about the information I have read so far about sea otters. I am going to take notes about people, animals, and ideas (the **who** and **what**) the book mentions, **when** and **where** important events happen, **why** they happen, and **why** they matter. After reading the book, I will be able to explain in my own words the most important information in each section of the book.

- Depending on time allotted for guided reading instruction, the book can be broken down into chapters and used over a several days, if needed.

## During Reading

### Check for Understanding

- Guide students as they read by asking them to stop at the end of page 7.
  - Model the targeted skill of summarizing important information.

**Think-aloud:** I stopped reading after this section to review what I had read so far. First, I thought about the important questions that answer **who, what, when, where, and why**. Then I put that information into a few sentences in my own words. In this section, I learned about Brent Hughes, a marine biologist. The book described his love for exploring the Oregon coast and intertidal zones of the Pacific Ocean. He was fascinated with an area called the Elkhorn Slough because seagrass growing there was unaffected by the runoff of local farming pesticides. He wanted to discover why the seagrass there was so healthy compared to seagrass in other polluted areas.

- Encourage students to help you start filling in the chart for this section of the book.
- Have students continue reading Chapter 1 on their own, and encourage them to use sticky notes or scratch paper to identify the answers to the questions as they read the next section.

## After Reading

### Response to Text

- Ask students if they marked any unfamiliar words as they read.
  - Review using context clues and decoding strategies when necessary.

**Think-aloud:** I realized that summarizing helps keep me more involved in what I am reading, especially when I take the time to write down the **who, what, when, where, and why** answers. I know I will remember what I have learned about sea otters because I summarized as I read the book.

- Ask students to discuss what new facts they learned about sea otters and ecosystems from the book.

### Word Work

- Have each student draw a vocabulary Frayer Model on a piece of paper. Students can use the book or a dictionary to complete the model.

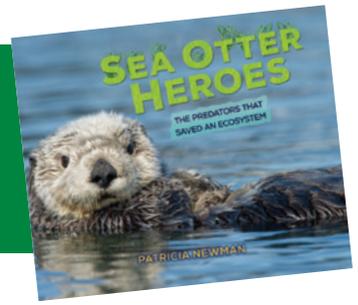
Definition	Facts/Characteristics
Examples	Non-examples

### Extension Activity

- Students can work with partners or individually to fill in the boxes on the Summarizing handout.

Teaching Guide

# Sea Otter Heroes: The Predators That Saved an Ecosystem



Name: \_\_\_\_\_

## Summarizing

Identify and list the important information from the book in the question boxes below. Then use the information to write a summary.

Who	What	When	Where
Why			
Summary			