

OTTERS LOVE TO PLAY

by JONATHAN LONDON illustrated by MEILO SO

COMPREHENSION FOCUS
Identifying Main Idea and Details
Very Important Parts (V.I.P.)
(Nonfiction)

STANDARD CORRELATION
Identify the main topic and retell key details
of a text.



SEL CONNECTION
Growth/Academic
Mindset

PREPARE

Please refer to the page numbers provided by the publisher for this lesson. Place a sticky flag on the following pages: 3, 5, 9, 15, 17, 21, 25, 29, and 30.

Create the anchor chart template as shown; it will be completed during the lesson.



STEP 1 — **EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT**
Today the topic of our text is otters. As we read, we will stop and think about the Very Important Parts (V.I.P.). We will use the V.I.P. strategy to help us learn details about otters.

STEP 2 — **INTRODUCE THE NEW BOOK**
This book is about baby otters. Baby otters love to play. Let's read to learn more about baby otters.

STEP 3 — **READ AND DEMONSTRATE HOW TO USE THE STRATEGY**
As I read this book aloud, I will stop on some pages. We will use text clues such as the illustrations, bold words, and repeated words to help us find the Very Important Parts. Paying close attention to what is happening, both with the words and the pictures, can help us learn more. The V.I.P.s will help us retell the key details we learn about otters.



Remember, being curious or asking questions about a topic helps us learn. What are some questions you have about otters? What would you like to know about them?

Read pages 2-3. *I noticed on page 3 that the author made OTTER DEN in bold and capital letters. There is also a picture of a den on the page. The Very Important Part the author wants us to know is where otters live. Add den to the chart.*

Read pages 4-5. *These pages are all about baby otters. One way we can determine the V.I.P. is to pay attention to a word that is repeated. I noticed the author used the word babies over and over again in the main text and at the bottom of the page. Babies must be the important part the author wants us to know. Add babies to the chart.*

Read pages 6-9. *Let's look again at the illustrations on these pages. Also notice the bold words. Another way to find the V.I.P. is to pay attention to large bold words. Turn and talk to your partner. What is the Very Important Part the author wants us to remember here? Listen to the partner pairs, and then share some of their ideas (play).*

Read pages 10-15. *The otters learn something very important. Turn and talk with your partner about what otters learn to do. Listen to the partner pairs, and then share some of their ideas (learn to swim).*

Read pages 16-17. *Think aloud. Now that the otters have learned how to swim, the mother teaches her pups how to catch fish. This is the Very Important Part. Add catch fish to the chart.*

Read pages 18-21. *The otters are having a lot of fun playing again. Even when it gets cold outside, they still can play because they have thick fur. I noticed on page 20 the author repeats the word fur three times. I think their fur is a Very Important Part. Add fur to the chart.*

Read pages 22-25. *The mother otter really protects the young otters. Let's add that to the chart.*

Read pages 26-29. *Let's all say the Very Important Part here. We know no matter what time of year it is, otters love to ____ (play). Write that on the chart. Let's look over our list again. We can retell many things we learned about otters.*

Turn to page 30. *Read the words in the index, and point out that many words from your V.I.P. list are included. The index is a list that tells us where we will find the Very Important Parts in the book.*



STEP 4 — **INDEPENDENT PRACTICE**

Download the activity sheet from pioneervalleybooks.com/st. Have students draw a picture of their favorite V.I.P. from the book. Have them complete the sentence: Otters can ____ (swim, play, catch fish, slide in the snow). Display the pictures on the wall.

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STEP 1

REVIEW THE BOOK

Retell the story using the V.I.P. strategy. Have students take turns telling their partner a Very Important Part about otters.

STEP 2

GENERATE THE SENTENCE(S)

Have students help you generate a sentence about key details from the story.

Possible sentence: *Otters can swim and catch fish.*

STEP 3

INTERACTIVE WRITING

Let's write. Otters can swim and catch fish. *Repeat that with me.* As students repeat the sentence, draw blank lines on a piece of chart paper to represent each word of the sentence.

Have students help write the dominant sounds in each word. Use the ABC Wall Poster to create the sound-letter link. Demonstrate proper letter formation on a dry-erase easel. Share the marker with students and have them help write any familiar sight words on the chart. As one student writes a letter on the chart paper, have other students practice letter formation by writing it on a small dry-erase board or in the air.

Reread the entire sentence. Display the chart paper next to the student pictures from Day 1.

STEP 4

EXTEND AND CONNECT THE LEARNING

Read aloud additional nonfiction books. Stop and discuss the Very Important Parts. Write the key word(s) to help remember the V.I.P. Use the V.I.P. to retell the information you learned about a topic.

