

# Reading

## Sea Otter Background Information

### Objectives/Standards met:

Washington	California	Oregon
<ul style="list-style-type: none"> <li>• Build vocabulary through reading.</li> <li>• Read fluently, adjusting reading for purpose and material.</li> <li>• Comprehend important ideas and details.</li> <li>• Read to learn new information.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Read for comprehension (focus on informational materials).</li> <li>• Use word recognition skills for word analysis, fluency and systemic vocabulary.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Determine meanings of words using contextual and structural clues and other reading strategies.</li> <li>• Extend and deepen comprehension by relating text to other texts, experiences, issues and events.</li> <li>• Analyze and evaluate whether a conclusion is validated by the evidence of the selection.</li> <li>•</li> </ul>

### Materials:

- Sea Otter Background Information Articles 1 - 9, with attached vocabulary lists and reading comprehension check sheets.
- Vocabulary worksheets.
- Additional resources (found in trunk) that can be used to supplement reading articles:
  - “Keep Sea Otters in the Picture” poster  
(Sea Otter History, Web of Life, Sea Otter Foraging Behavior, Sea Otter Conservation)
  - Sea Otters* by Glenn VanBlaricom  
(Sea Otters History, Vital Statistics, Sea Otter Foraging Behavior)
  - Sea Otters* by Peter Murray
  - Saving Sea Otters Stories of Survival* by Elin Kelsey
  - Sea Otters* Zoobook  
(Vital Statistics, Sea Otter Foraging Behavior, Threats to Sea Otters)
  - Sea Otters* by Marianne Riedman  
(Sea Otter History, Vital Statistics, Web of Life, Sea Otter Social Structure and Behavior, Sea Otter Foraging Behavior, Threats to Sea Otters)
  - The Sea Otter* by Alvin, Virginia and Robert Silverstein  
(Sea Otter History, Vital Statistics, Web of Life, Sea Otter Social Structure and Behavior, Sea Otter Foraging Behavior, Threats to Sea Otters, Sea Otter Conservation)
  - Sea otter puppet  
(Vital Statistics - adaptations to life in the water)

Sea otter tracks and molds  
(Vital Statistics - adaptations to life in the water)

Sea otter skull replica  
(Vital Statistics)

Prey items  
(Sea Otter Foraging Behavior)

- Websites

Defenders of Wildlife

<http://www.defenders.org/wildlife/new/seaotters.html>

Monterey Bay Aquarium Sea Otter Research and Conservation Program

<http://www.mbayaq.org/cr/sorac.asp>

Marine Wildlife Veterinary Care and Research Center

<http://www.dfg.ca.gov/Ospr/organizational/scientific/seaotter.htm>

### **Background:**

Students are expected to read for information and based upon the facts given, draw their own conclusions and opinions. Nine articles with vocabulary and reading comprehension checks are provided to help students identify new vocabulary words as well as important information. The articles also provide background information for other lessons in this unit. Use them to generate class discussions.

### **Procedures:**

- Have the students read an article. (You may want to have all the articles and accompanying vocabulary lists and comprehension checklists copied as a reading packet.)
- After students have read the article through once, ask them to read it a second time using the vocabulary worksheet which asks them to write down the vocabulary words (bolded text) and use contextual clues to arrive at their own definition, then look up the word in a dictionary. Some words may not be found in the dictionary. A sample vocabulary sheet is attached with definitions.
- Have students divide into nine groups and assign each an article. Have students read their assigned article, do further research and present their finding to the class.

### **Extension:**

Invite your students to create their own reading comprehension questions and answers sheet. Have each student exchange it with a partner. Once partners have answered each other's questions, they can "grade" one another by deciding if the answers given are correct.

Have students keep a running list of questions they have about sea otters and research those questions during the technology section of this unit.

### **Assessment:**

Use the reading comprehension checks as a follow-up activity, springboard for discussion questions, homework assignment or a quiz.

# Vocabulary Worksheet

**Vocabulary word** \_\_\_\_\_

My definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

Correct: \_\_\_\_\_

**Vocabulary word** \_\_\_\_\_

My definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

Correct: \_\_\_\_\_

**Vocabulary word** \_\_\_\_\_

My definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

Correct: \_\_\_\_\_

**Vocabulary word** \_\_\_\_\_

My definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

Correct: \_\_\_\_\_

**Vocabulary word** \_\_\_\_\_

My definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

Correct: \_\_\_\_\_

Total Number correct: \_\_\_\_\_