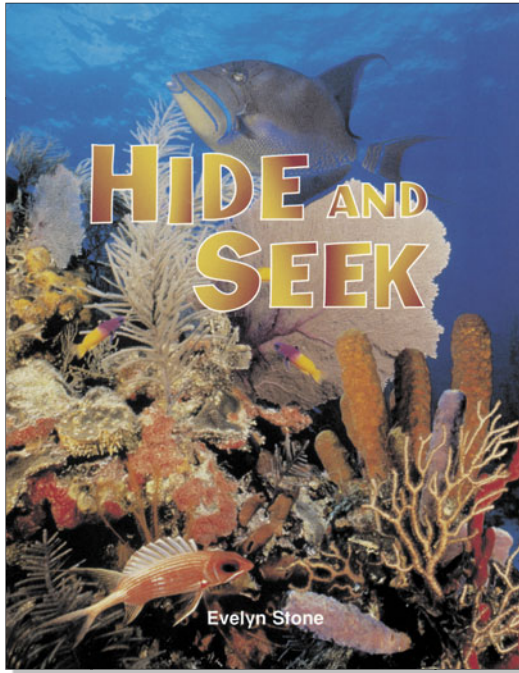


Hide and Seek



Leveling Systems
Avenues: ● Beginning
DRA: NF28
Fountas and Pinnell: H
Lexile: 270

This expository book presents relationships between various sea animals—some are predators and some are prey. Patterned text and questions keep students involved, making this an interactive book that is enjoyable to read. Underwater photos provide support for the main idea and details. *16 pages, 337 words*

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Predator/Prey Words: hide meal peek safe seek</p> <p>Location Words: bottom in top</p>	<p>Spotlight STRATEGY</p> <p>Use Visuals</p>	<p>Hidden Sea Animals: Sea Animal Book</p> <p>Talk About Sea Animals: Discussion</p>	<p>Relate Main Idea and Details (PDF)</p>

Hide and Seek

Build Background

Ocean Mural Create the background for an ocean scene using blue paper and drawings of rocks, seaweed, or coral. Provide books or nature magazines with photos of ocean animals. Have students refer to the photos and draw scientific illustrations of ocean animals. Then have students cut out the drawings and add them to the mural.

Materials

- blue butcher paper
- photos of ocean animals
- art supplies

Build Vocabulary

Hide and Seek Demonstrate how to play the game Hide and Seek. Choose a volunteer to hide. Model vocabulary as you play the game:

- ▶ **Nitesh, go hide where I can't see you.**
- ▶ **I'm going to seek, or look for, Nitesh.**
- ▶ **I'll peek in the closet.**

Then play a predator/prey game. Have each student draw a fish on an index card. These are the prey. Explain: **The fish will hide to stay safe.** Hide the cards in the classroom. Show pictures of the shark, eel, and octopus in *Hide and Seek*. These are the predators. Explain: **These animals will seek. They will look for a meal—fish to eat.** Assign each student a predator role—shark, eel, or octopus. Have the “predators” hunt for fish cards.

Give and Follow Commands Model giving commands using the words *bottom*, *in*, and *top*. For example:

- ▶ **Put the book on the bottom shelf.**
- ▶ **Put the book in the box.**
- ▶ **Put the book on the top shelf.**

Then have one student give commands; another student respond to the commands; a third student check to make sure commands and responses are correct. Then students change roles.

Key Vocabulary

hide
meal
peek
safe
seek

Key Vocabulary

bottom
in
top

1 Preview the Book

Cover Some sea animals **hide**. They don't want other animals to find and eat them. They hide to stay **safe**. Some animals **seek**. They look for other animals to eat. This nonfiction book gives facts about how sea animals hide and seek.

Pages 2–3 Let's read these two pages together. Why isn't Hide and Seek a game for sea animals? (They could get eaten if they don't hide well.)

Pages 4–6 This fish isn't hiding. It's looking for a **meal**, or something to eat. The shark found a meal. He's eating a fish. It's **in** his mouth. Look at page 6. What would be a good hiding place for this sea dragon? (in seaweed)

Page 7 Good readers use visuals, such as photographs, to help them understand what they read. This sentence has a little picture of a stonefish. This helps me find the stonefish in the big photo. It's on the **bottom**, or lowest part, of the sea.

Pages 8–11 Needlefish are long and thin, like snakes. They're at the **top** of the water, up high where light shines. Can you see them? Turn to page 10. This crab is hiding in a shell. The octopus is hiding in a cave.

Pages 12–13 This sentence says that the octopus **peeks**. The photo can help me understand what *peek* means. I see the octopus's head coming out of the cave. Its eye is open. I think *peek* means *look*.

Pages 14–16 Here are more places for sea animals to hide. The eel is peeking out of a hole. On page 16 it pops out. Find the word *ZAP*. Writers use words like *ZAP* or *BAM* to show action or something exciting. What's happening in this photo that's exciting?



2 Read the Book

Independent Reading Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Use Visuals** Students may need help understanding new words or finding hidden animals (pages 5, 6, 7, 10, 12, 14, 16). Remind these students to use visuals to help them understand the text.

3 Respond to the Book

Hidden Sea Animals Fold a piece of paper in half and cut a small hole in the front. Place a photo of a sea animal inside, so that only a small part of it shows through the hole. Have students use visual clues to guess what animal is “hiding” inside. Then open the paper to reveal the picture of the whole animal. Have students cut pictures of sea animals out of nature magazines and use them to make their own hidden animal pictures. Combine the folded papers and make them into a book.

Talk About Sea Animals Have students organize information from *Hide and Seek* in a T Chart labeled *Sea Animals* and *Hiding Places*. Then help students discuss sea animals using generalizations such as, *Some sea animals hide so other sea animals will not eat them. Some sea animals seek other sea animals to eat.*

Materials

- nature magazines to cut up
- paper
- art supplies

Materials

- T Chart from *Picture It! Big Book*, page 20

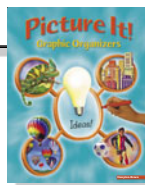
Answers will vary. Sample response:

T Chart

Hide and Seek

Sea Animals	Hiding Places
sea dragon	in seaweed
stonefish	on the bottom of the sea
needlefish	at the top of the water
crab	in a shell
octopus	in a cave
manta ray	in the sand
eel	in a hole

Use only a black dry-erase marker.



Picture It! Big Book, page 20

from Hide and Seek

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	Sea animals play hide and seek all the time. It may seem like a game to you, but it's not a game in the sea.		
3	Some sea animals need to hide where they won't get eaten.		
4	And when they want to eat, they need to go out and find a meal.		
5	They hide, they peek, and then they seek! Hide and seek is not a game in the sea.		
6	Some sea animals feel safe in the seaweed where they are hard to see. This little sea dragon likes to hide in seaweed. Can you see why?		
7	Some sea animals feel safe on the bottom where they are hard to see. This is a stonefish: It is hiding on the bottom of the sea. Can you see it?		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate


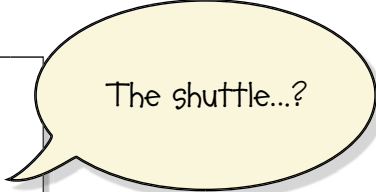

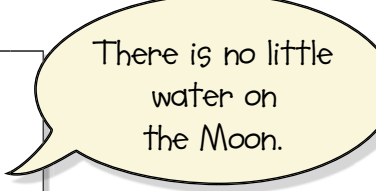
(127 words - _____) ÷ 127 words = _____ %
total errors

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	 <p>The rocket is gro... going very fast.</p>	<ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
The shuttle orbits the Earth.	 <p>The shuttle...?</p>	<ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on.
No one has been to Mars.	 <p>Nobody has been to Mars.</p>	<ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
There is no liquid water on the Moon.	 <p>There is no little water on the Moon.</p>	<ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.