

READ-ALOUD CONNECTIONS



Grade Band:

PreK-1

Text:

Pete the Cat Scuba-Cat by James Dean
250L, *Fiction Text*

Objective:

Students will explore with Pete as he searches for a seahorse.

Vocabulary:

mask, fins (p. 5), splash (p. 9), tickle (p. 13+), adventure (last page)

Sight Words:

on, of, into, look, like, sees, down, not

Engagement:

Predict: What do you think Pete will see when he goes scuba diving?

Social Skills:

Self-efficacy, social engagement, reflection (*from CASEL Playbook, p. 31*)

Before Reading:



Ask the engagement question to help students predict:
What do you think Pete will see when he goes scuba diving?
What was common about student responses? How could their responses be categorized?

Introduce the vocabulary listed above by having students look through their copy of the book and decide what the words might mean and sharing alternate contexts for the words.

Finding Clues:



Divide the class into pairs and have each pair find a picture of a seahorse in the book. Have students hold up their pages and look at how many different pages a seahorse is on throughout the book. Why do they think the author/illustrator chose to do this?

Notice/Wonder: Ask students what they notice about the pages they selected? What do they wonder?

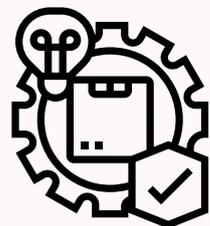
Senses:



Ask students to listen to you read the book and as they listen, think about what they would see, hear, and feel during a scuba diving trip.

Consider sharing some "Ocean Yoga" poses with students and as you read aloud again, students can slowly try different poses.

Compare/Contrast:



Ask students how environments underwater and above water are the same and how they are different based on what they have seen in the book and what they have experienced.

Have students share with a partner, guiding the conversations as appropriate.

Extensions:



Contact a local partner to visit the class or virtually connect to talk about ocean animals (e.g., local zoo partners, environmental speakers, etc.).

Share some video clips of seahorses or other ocean animals that are age appropriate and informative. Prompt students to ask questions or share ideas about what they observe.

Use sea animals from the book to help students sequence the events of the story.

Closing:



Use the strategy “Pass It On” from the CASEL Playbook (p. 31) to help students think about what they learned today and what they would like to learn next related to ocean animals. Students can write or draw in their boxes, as appropriate. The number of boxes can also be adjusted.

Reflection:

Lesson Reflection

Engaging with vocabulary

1

2

3

Finding seahorses (illustrations)

1

2

3

Connecting senses to ocean animals

1

2

3

Comparing environments

1

2

3

Learning more about seahorses

1

2

3

Sharing ideas learned (Pass It On)

1

2

3

Use this scale to reflect on the connections students made through the initial and subsequent lessons related to this book.

1 = needs a revisit

2 = almost there

3 = solid

What would be a success?

What are some next steps?