

Scuba Kid

Small Group Reading

Before reading

Making predictions Ask students to look at the front cover and predict what the book is about. Encourage them to use the chapter titles to aid them in making predictions. Ask *What might a scuba kid be? Where does this story take place?*

Preview Reading vocabulary and discuss word meanings with students.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- Who is telling the story? (literal)
- What is the “left-behind-person”? (inferential)
- How does it feel to have to wait until you are old enough to do something? (personal response)

CHAPTER 2

- What does the storyteller receive for his twelfth birthday? (literal)
- What skills does the boy have to learn at the “learn-to-dive” course? (literal)

CHAPTER 3

- What are the skills the boy has to practice under the ocean? (literal)
- Discuss new challenges you have taken on. What happened? (personal response)

CHAPTER 4

- What is Shelly’s advice to the boy? (literal)
- What is the dive plan? (literal)

CHAPTER 5

- What have you done to overcome fears? (personal response)

- How do you think the boy feels when he sees the sea dragon? (inferential)

CHAPTER 6

- Why is it so hard for the boy to remove his mask? (inferential) What helps him? (literal)
- Why do you think the boy’s name is never mentioned in the story? (inferential)

After reading

Students may complete BLMs 1 and 2 after you provide instructions for each activity.

Using graphic organizers Tell students to look back at the text for the skills the boy needed to pass the diving course. Have them draw pictures and write captions on BLM 1 about the skills. **(BLM 1)**

Partner students and have them find meanings of the words on BLM 2 in a dictionary.

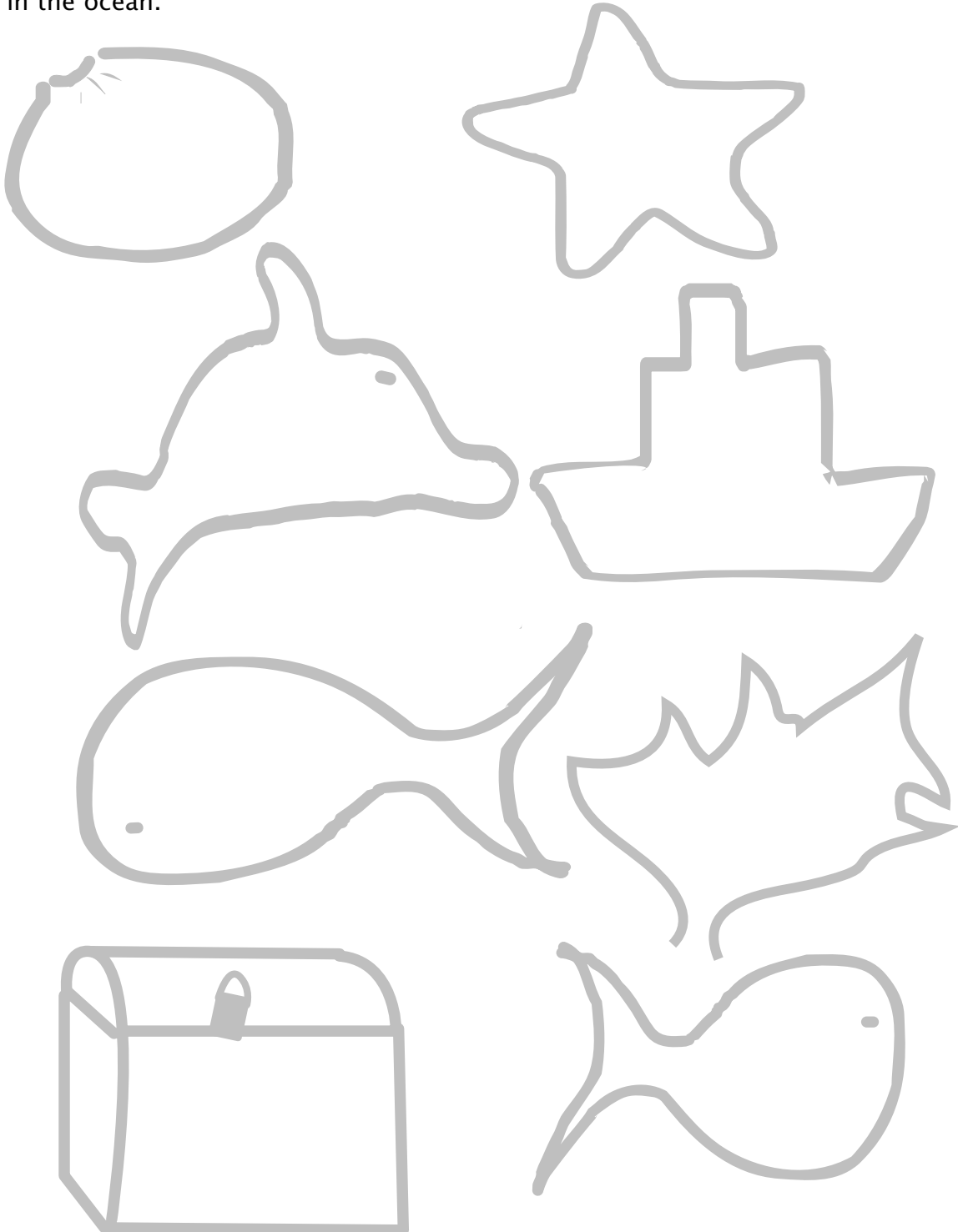
Spelling Show students words with the prefix *un-*, such as *unreliable* and *uneasy*. Ask them how the prefix changes the meaning of each base word. Tell students to unscramble letters with the prefix *un-*. **(BLM 2)**

Grammar Explain that some words (called onomatopoeia) imitate the sound they describe. Point out the word *gulp* on page 14. Explain that the word sounds like the noise made when someone *gulps*. Ask students to find other examples of onomatopoeia, such as *blurted* and *giggled*.

Fluency Partner students and have each pair select a chapter from the story. Students should read the chapter aloud to each other until they are able to do it fluently.

➔ Scuba skills

To be a scuba diver, the boy had to learn many different skills. Draw pictures and give them captions to show all of these skills. Remember the skills he learned in the pool and in the ocean.



 **Word meanings**

Look up each word in the dictionary and write its meaning. Then use each word in a sentence to show you understand its meaning.

buoyancy _____

Sentence: _____

flotation _____

Sentence: _____

spluttered _____

Sentence: _____

regulator _____

Sentence: _____

cowry _____

Sentence: _____

 **Prefixes**

A prefix in front of a word changes its meaning. *Un-* is a prefix that means “not” or “the reverse of.” For example: *safe—unsafe*. Unscramble the letters of the words below to find words from the text with the prefix *un-*.

yullikne _____

zppdeiun _____

ncertlinayu _____

