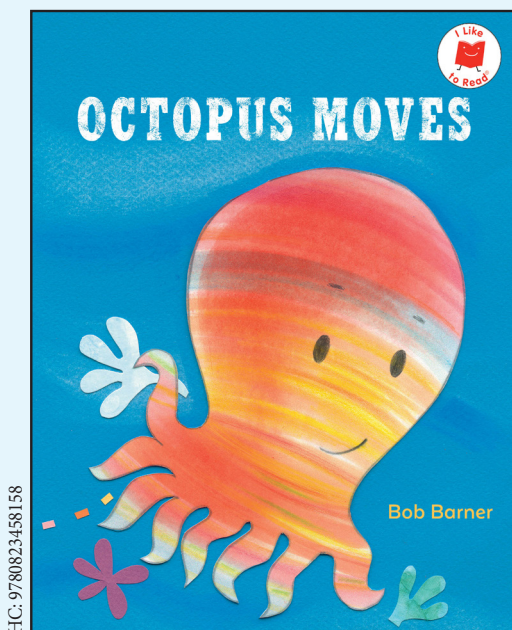


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An **I Like To Read**® Book

Octopus Moves

by **Bob Barner**

Octopus wants to move but needs friends to help! Swim along with the ocean's cutest creatures in this sweet early reader for preschool-aged children.

Interest Level: Preschool-3
Age: 4-8 years

INSTRUCTIONAL STANDARDS

Reading Literature: RL.K.1/RL.1.1, RL.K.2/RL.1.2, RL.K.3/RL.1.3, RL.K.4/RL.1.4, RL.5/RL.1.5, RL.6/RL.1.6, RL.K.10/RL.1.10

Reading Foundational Skills: RF.K.1/RF.1.1, RF.K.2/RF.1.2, RF.K.3/RF.1.3, RF.K.4/RF.1.4

Speaking and Listening: SL...K.1/SL.1.1, SL.K.2/SL.1.2, SL.K.3/SL.1.3, SL.K.4/SL.1.4, SL.K.6/SL.1.6

Writing: W.K.2/W.1.2, W.K.3/W.1.3, W.K.5/W.1.5, W.K.6/W.1.6, W.1.8

LEARNING OBJECTIVES

Students will:

- Identify new vocabulary words
- Learn about letter sounds
- Improve reading fluency
- Learn sequences of events
- Actively engage in group reading activities with purpose and understanding
- Ask and answer questions about key details in the story

BEFORE READING

1. Read the title to the students. Have the students read the title aloud as you point to the words.
2. Identify the author/illustrator. Discuss the role of the author and illustrator. What do the endpapers tell you?
3. Discuss the cover illustration. Where do you think the story takes place? What do you think Octopus will do?
4. What kind of book do you think this is? Real or make-believe? Fiction or nonfiction? Explain.
5. Take a picture walk through the book and have a "book talk."



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DURING READING

1. Model and encourage conversations about the text.
 - First reading: Teacher reads aloud to the group while the students point to the words as they read.
 - Second reading: Students read softly in unison with the teacher.
 - Third reading: Students read independently and point to the words silently.
2. Ask and answer questions:
 - How do the illustrations help you understand what is happening in the story?
 - Talk about the style of the art. How does the illustrator make the art? Have you ever made a collage?
3. As you read and look at the pictures, check your predictions about the story. Ask focus questions. Invite students to say where they found their answers in the text and have them read aloud to confirm.
 - Who is this story mostly about? Who is helping Octopus?
 - How does Octopus feel during the story? Does that change from the beginning to the end of the book?
 - Who isn't having fun in the story? Does that change? Why does that change?
 - Discuss the meaning of the text. What is the problem?
 - Why does Octopus want to move? How is that problem solved?
 - Ask the students to explain something that you learned about the book from the illustrations that the words did not tell you. Does Octopus have many friends that help?
4. Retell the story in the correct sequence together. Read the story uninterrupted.
5. Encourage the students to read the book repeatedly. Invite them to talk about new discoveries each time they read the book.

AFTER READING

1. Sequence the events of the story. Have the students retell the story in their own words.
2. Talk about how Octopus gets help from his friends. Find the word help or helps on the pages throughout the book.
3. How do you think octopus feels in the beginning of the book? How does that change? Can you find different expressions and feelings, such as happy, scared, surprised?
4. Have students share their favorite parts of the book. Encourage them to listen and respond to one another's thinking.
5. Review the parts of a book (front and back covers, title page, and endpapers). Review the vocabulary words by saying them aloud, and have the students write them.

ABOUT THE AUTHOR

Bob Barner has written and illustrated more than twenty-five books, including *Bug Safari*, *Day of the Dead/El Día de los Muertos*, and *I Have a Garden*, an I Like to Read® book. His work has received the Parents' Choice Award and the Teachers' Choice Award. He lives in the San Francisco Bay area.



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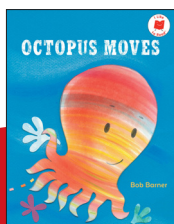
INDEPENDENT WRITING

Children learn to represent ideas in different ways and use strategies to do so.

1. Have students write about the main character.
2. Have students write the names of the sea creatures in the book.

COMPREHENSION CHECK:

1. Tell who, what, where, when, and why.
2. Why did Octopus want to move?
3. Who helped Octopus move? Name the helpers.



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Date: _____

OCTOPUS RESEARCH:

1. Invite the students to tell what they know about octopuses.
2. Learn about octopuses by doing research. Where do they live? Habitat? What do they eat?

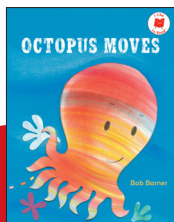
ART ACTIVITY:

1. Have the students draw a picture of an octopus.

BONUS ACTIVITY: On separate paper, have each kid make a different sea creature. Cut them out and use them to act out the story. Make a large background (mural) of the ocean floor with the students and have them glue their sea creatures on it.

PLAY A GAME

- Hand out a set of the *Octopus Moves* flash cards for each student.
- Say the words together.
- Have the students find that word from their flash card set.

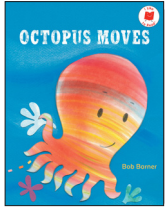


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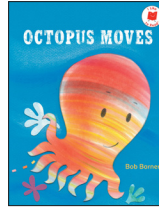


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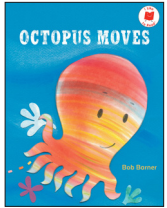
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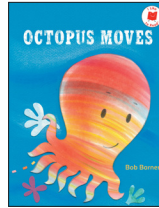
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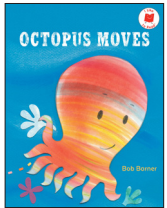
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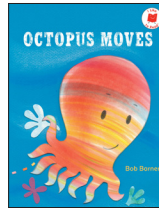
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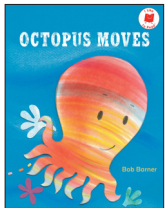
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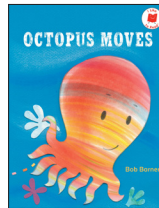
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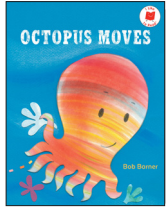
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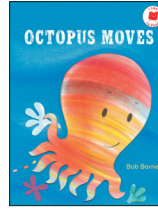


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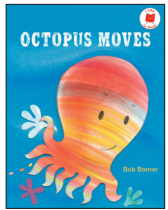
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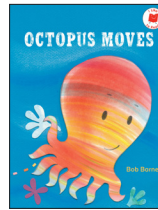
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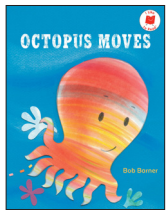
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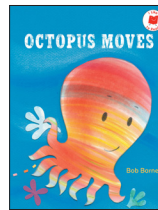
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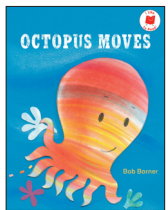
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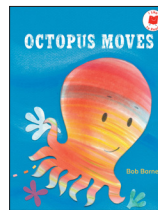
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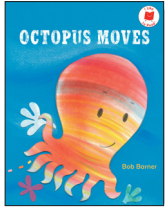
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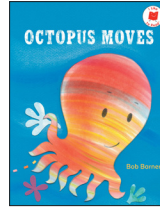


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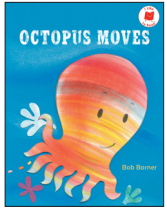
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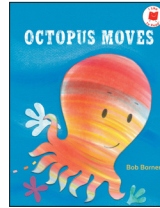
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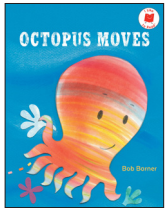
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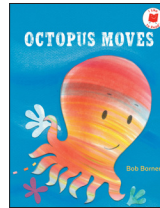
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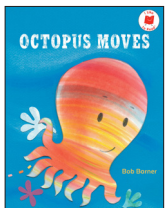
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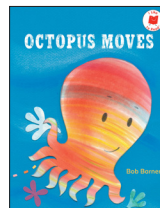
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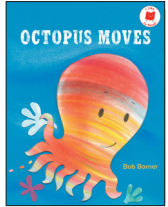
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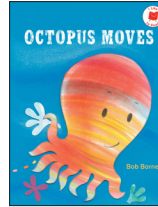


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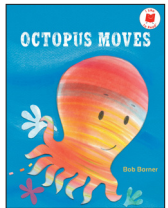
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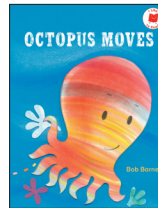
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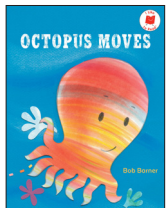
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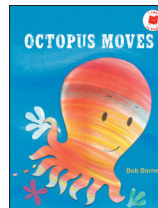
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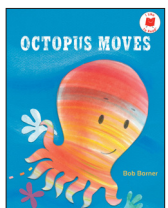
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