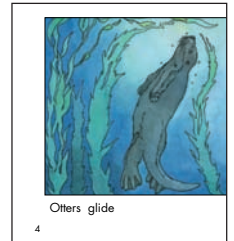
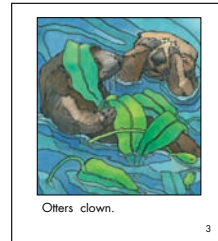
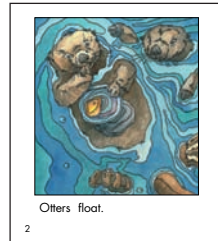
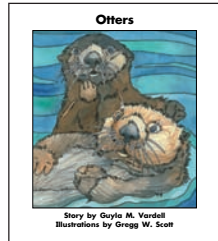


# Otters



## BEFORE YOU READ

### I knew that!™

Show children the cover of the book, *Otters*. Ask if anyone knows what kind of animal is pictured. Explain that sea otters, like those on the cover, are furry animals that live and play in the ocean.

### Let's read about it!

Show the cover of the book and say, "The title of this book is *Otters*. Let's find out what these otters do each day." Encourage the children to enjoy the pictures as you turn the pages and read the book aloud to them..

### Get it together!

- brown socks
- fabric paints or permanent markers
- blue paper
- brown construction paper
- green tissue or crepe paper
- non-fiction picture books of sea and shore animals
- pitted olives

## AS YOU READ

### Feeling the Rhythm

- Reread the book, emphasizing *otters*. Encourage the children to listen for *otters* in the rhyme.
- Place a brown sock over your hand and forearm to make a simple otter puppet to mimic the action as you reread the rhyme.
- Give a sock to each child. Ask children to move their otter puppets as you read the rhyme again.

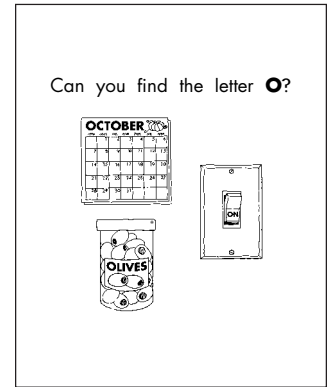
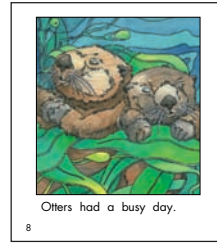
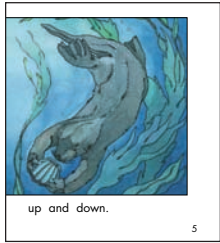
### Hearing the Sounds

- Emphasizing the beginning sound, ask the children to listen as you say *ootters*.
- Ask the children to listen as you say other words that begin like *otters*: *ooctopus*, *oolives*, and *ooox*.
- Ask the children to listen as you clap the syllables, /ot-ters/. Invite the children to clap the syllables of /ot-ters/ as you reread the story.

### volunteer

Provide students with a piece of paper with the letters O or o written at the top, one-half of a large pitted olive, and a small container of tempera paint. Help children dip the olive into the paint and form the letters using the olive as a stamp.

corner



- Show the front cover of the book. Point under *O* in the title and say, “This is the letter *O*. *O* is the first letter in the word *Otters*.”
- Share the environmental print words on the inside back cover of the student books. Look together for the letter *O* in the words OCTOBER, ON, and OLIVES. Discuss where you might see these words.
- Show *o* on the back cover. Search the room together for words that have *o* to match the back cover, such as children’s names, the number chart and off/on switches.
- Point under *O* in the title *Otters*. Say, “This is *O*. *O* is the first letter in the word *Otters*. Listen for the sound /ō/ in *Otters*. Let’s say it together: *otters!*”
- Have children use their index fingers to trace the lower-case letter on the outside back cover of the small book. Ask children to name the letter they have just traced. Then have them pronounce the sound of the letter as it appears in the title of the book.

## AFTER YOU READ

- **Talking Time.** Provide picture books of sea and seashore animals such as otters, sea lions, fish, turtles or crabs. Look at the pictures together and talk about the animals and their environment.
- **Center Activities.** At the Art Center, provide brown construction paper, blue paper and green tissue or crepe paper. Children may tear the brown paper to create an otter, the green to create seaweed, then glue both to the blue paper to create a “seascape.” ■ Place brown socks in the Dramatic Play Center to use as otter puppets. (Use fabric paint or permanent markers to add eyes, nose and mouth at the “toe” of each sock.) ■ Place cans of different varieties of olives in the Housekeeping Center. ■ Add shells and other representations of sea life to the Water Table.
- **Special Events.** Invite an environmentalist or naturalist to your classroom to talk about animals and their habitats. ■ Celebrate “Otter Day.” Allow children to bring swimsuits to wear as they splash and play at the water table or in a small wading pool.
- Have children look for the letter *o* on electrical switches marked *on* and *off*.
- Tell children to discuss animals that live in the sea, in addition to otters, with family members.
- Prepare copies of *The Sound Advice Newsletter* for the letter *O* for children to take home.

## Seeing the Letters

## Connecting Sounds and Letters

## Extending What You Know

## Taking It Home



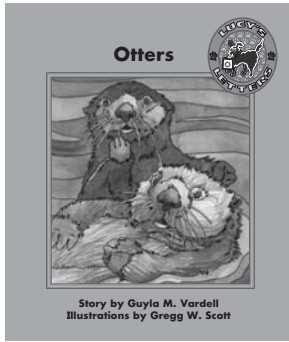
the short-O sound



# The Sound Advice Newsletter

Alphabet news you can use at home.

## Welcome to the Letter O!



As we continue to learn about letters and sounds, we will be paying special attention to the letter **O** as we read the book *Otters*. The letter **O** has many sounds. The sound we are emphasizing is short O, as in the word *otters*.

## Hear the Letter O!

Open your mouth wide to say the sound of short O as you share the rhyme *Otters* with your child.

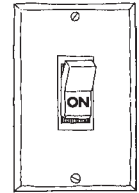
### Otters

Otters float.  
Otters clown.  
Otters glide  
Up and down.  
Otters splash.  
Otters play.  
Otters had a busy day.

by Guyla M. Vardell

## See the Letter O!

Inside the back cover of each book are pictures of familiar items from a child's environment. Can you and your child find these items in your neighborhood?



## More Ways to Help Your Child Learn About the Letter O

### On the go...

Look for labels that have the word on. Turn calendar pages to the month of October. At the grocery store, look for jars and cans of olives.

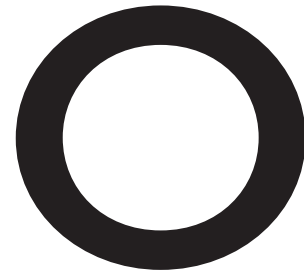
### At the table...

Serve an omelet. Say the word together, stretching out the short-O sound.

### Before bedtime...

Discuss what the otters did in the rhyme. Encourage your child to say the word "on" as you turn the lights on. Emphasize the sound of O as you tell your child to get on the bed. Read *My Very Own Octopus*, by Bernard Most; *On the Go*, by Ann Morris; and *Oscar Otter*, by Nathaniel Benchley

## Write the Letter O!



The lower-case letter appears on the back cover of each alphabet book. By tracing this letter with the index finger, a child learns to form the letter—a first step in learning how to write!