



Otis Is Lost



Word Count: 96 **Text Type:** Narrative

High-Frequency Word Focus: asked, dad, mum, no, or

Content Words: elephant, hornbill, lizard, lost, rhino, slow loris

Language Features: (punctuation, vocabulary, sound and letter knowledge) quotation marks; open vowel *o*; syllables

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: produce some lower and upper case letters; create short text to record ideas

LITERATURE

Responding and examining: recognise characteristic features of texts – beginning and ending of story; retell events from a story

Creating literature: retell text through performance

LANGUAGE

Language for interaction: use language to express needs

Text structure and organisation: understand how digital texts work; understand punctuation is a feature of written texts – quotation marks

Expressing and developing ideas: know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words

Sound and letter knowledge: recognise sounds and syllables in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Discuss animals that might be found in a jungle. Then, ask students if they have ever been lost and, if so, how they felt. Relate these feelings to how Otis may feel in the story.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and have them discuss the setting and the animal shown on the cover. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, identifying the main character (*Otis*), and what he is doing throughout. Use the illustrations to predict what the story might be about.

Outlining focuses: Explain that as well as reading about Otis, students will talk about the marks that show a character is speaking, the sound made by *o* in *Otis*, and syllables.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to each animal as you name it.

Guiding: Invite students to read from their books, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues.

Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Have them look at the pictures on pages 2 to 13. Ask why Otis and the animals cannot see his parents. Look at pages 14 to 16. Ask why the hornbill can see Otis’s parent. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Responding and examining: Have students identify what happens at the start and end of the story. Ask if anyone can retell the events that led up to Otis finding his parents.

■ Language

Language for interaction: Have students discuss what they need to do if they are ever lost.

Text structure and organisation: If you are using the digital text, invite students to take turns to operate it for the following activities. Remind students that quotation marks tell the reader that someone is talking. Ask them to look at page 4, find the quotation marks around Otis’s speech, and point to where they open and close. Explain that the speech of a new speaker always starts on a new line. Have students locate and point to the quotation marks around the slow loris’s speech. Repeat on each page.

Sound and letter knowledge: Ask students to look at page 2 and point to the *o* in *Otis*. Have them sound out the two syllables in this word, in particular the open *o* sound. Explain that the *o* in this word makes an independent sound and is a separate syllable. Demonstrate the difference between the short *o* and long *o* sounds. Emphasize that the open *o* has a long *o* sound. Brainstorm other words with the open *o* sound.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *Otis Is Lost* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book to the end, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Ask students to make simple puppets of the characters, such as faces on sticks or card.
- Have students use their puppets to perform a role play of the book, learning and reciting the speech of their character.
- Have students fold a sheet of paper in halves. Ask them to draw pictures of two other animals that could be found in a jungle.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

5b – Otis Is Lost1. Circle the **o** in the following words.

rhino

Otis

no

ago

hello

piano

mango

2. Add **o** to these words.

g__

her__

__ver

__kay

__pen

hipp__

buffal__

tomat__

radi__





__bey



Name _____

5b – Otis Is Lost

Write Yes or No to answer these questions.

	Yes	No
Is Otis old?		
Is Otis young?		
Did Otis get lost at the beach?		
Does Otis live in a jungle?		
Can the rhino see Mum and Dad?		
Can the hornbill see Mum and Dad?		
Was Otis lost in the end?		

Name _____

5b – Otis Is Lost

Draw a picture of Otis with his mum and dad.
Write what you think Otis said when he found them.



A large rectangular area with a grid pattern, intended for drawing and writing.

Three horizontal lines for writing.