

New Classroom Pages

for *Secrets of the Ocean: The Odyssey of Tunie and Runie* by *Devidasa Kawal*

These pages add to the free Educator's Guide. They fill four needs teachers and literacy leaders asked about most: a lesson for creating an original character, an organizer for the parts of a story, quick checks for understanding, and a clear note on where the book fits in a science-of-reading classroom. Use them alongside the chapter lessons and Reproducibles 1 to 7 in the guide.

What's inside

- **Where This Book Fits in a Science-of-Reading Classroom** (for teachers, coaches, and review committees)
- **Writing Lesson: Create Your Own Character** (grades 2 to 4, three sessions)
- **Reproducible 8: Story Parts Organizer** (with a plot mountain)
- **Reproducible 9: Character Creator**
- **Quick Checks** (ten items with an answer guide)

Chapter references are to the Kindle edition. All quotations are from the book.

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Where This Book Fits in a Science-of-Reading Classroom

Skilled reading grows from two strands working together: **word recognition** (phonemic awareness, phonics, and automatic word reading) and **language comprehension** (vocabulary, background knowledge, sentence and story structure, and reasoning). Children need explicit, systematic phonics and decodable practice to build the first strand. They need rich stories, heard and read, to build the second.

Use	Grades	What it builds
Read-aloud	1 to 4	Vocabulary, background knowledge (storms, tides, islands, maps), listening comprehension, story structure, inference
Independent or partner reading	2 to 4, for children who decode accurately	Daily practice with connected text: accuracy, fluency, stamina, and the pleasure of finishing a chapter book
Repeated reading and readers theater	2 to 4	Expressive, fluent reading of dialogue; rereading for a purpose
Mentor text for writing	2 to 4	Character, dialogue, feelings shown through comparisons, and story sequence

Teaching notes

- **This is a trade chapter book, not a decodable text.** Keep it alongside your phonics program, never in place of it.
- **Teach unfamiliar words directly.** When students meet a new word, have them read it sound by sound and syllable by syllable, then talk about what it means. Use the pictures and the sentence to understand meaning, not to guess at the word.
- **Build knowledge before reading.** A two-minute look at a map, a photo of a stilt house, or a weather chart helps every reader, especially English learners.
- **Match the reader to the role.** A child still building decoding can enjoy the full story as a read-aloud and reread one short scene with support.
- **Keep the joy.** Talk about the story first and the skills second. Children who look forward to the next chapter read more.

Reading level: about 550L (publisher's estimate; not an official Lexile measure).

Writing Lesson: Create Your Own Character

Grades: 2 to 4 **Time:** three sessions of about 45 minutes **After reading:** Chapters 1 to 3

Supports: Common Core W.3.3a and W.3.3b, RL.3.3; Florida B.E.S.T. ELA.3.C.1.2 and ELA.3.R.1.1; Texas TEKS 3.12(A) and 3.8(B). Adjust codes for grades 2 and 4 using the Curriculum Alignment.

Students will

- Notice how an author shows a character through dialogue, actions, thoughts, and feelings.
- Invent an original character with a trait, a wish, and a worry.
- Write a short scene in which their character faces a problem and has to be brave.

Materials

- Reproducible 9: Character Creator
- Chart paper with the three mentor sentences below
- Reproducible 1: Character Map from the Educator’s Guide (optional)

Session 1: How authors show us who a character is

Mini-lesson (10 minutes). Read each mentor sentence aloud and ask, “What do we learn about this character, and how do we know?”

Mentor sentence	Technique	What it shows
“I’m fine!” Runie called back, not slowing down one bit. “FiFi can’t catch me!” (Chapter 1)	Dialogue and action	Runie is bold, fast, and not worried about danger.
“Put this on whenever we’re outside,” Tunie said, buckling Runie into the smaller one. “Every time. That’s a rule.” (Chapter 3)	Dialogue and action	Tunie is careful and takes care of her sister.
She could see how frightened her sister was, and she tried hard to hide her own fear. (Chapter 2)	Thoughts and feelings	Tunie is scared too, but she is brave for Runie.

Guided practice (15 minutes). In pairs, students find one more line in Chapters 1 to 3 that shows a trait. They name the trait and the clue.

Share (5 minutes). Build a class chart: *Trait / Clue / Technique (say, do, think, feel)*.

Session 2: Build a character

Mini-lesson (10 minutes). Model filling in the Character Creator with a character of your own. Think aloud: “My character is a turtle named Pip. Pip is curious. Pip wishes to see the lighthouse. Pip worries about deep water.”

Independent work (25 minutes). Students complete Reproducible 9. Push for one line of dialogue that sounds like only that character could say it.

Share (5 minutes). Partners introduce each other’s characters using only the dialogue line. Can the listener guess the trait?

Session 3: Write the brave scene

Mini-lesson (10 minutes). Reread: “She felt the job settle onto her shoulders like a heavy backpack.” (Chapter 2) Show how a comparison helps readers feel what a character feels.

Independent writing (25 minutes). Students write a short scene: their character faces a problem, feels afraid, and finds a way to be brave. Include a beginning that introduces the character and setting, at least two lines of dialogue, one thought or feeling, and an ending.

Author’s chair (10 minutes). Volunteers read aloud. Listeners name one trait they noticed and the clue that showed it.

Differentiation

- **English learners:** sentence frames such as “My character is ___ because ___.” and “When ___ happened, ___ felt ___.” Allow a first draft in the home language or a labeled sketch.
- **Extra support:** dictate the scene, or write three sentences (beginning, problem, brave ending).
- **Challenge:** add a second character whose trait is the opposite, the way Tunie and Runie balance each other.

Quick assessment checklist

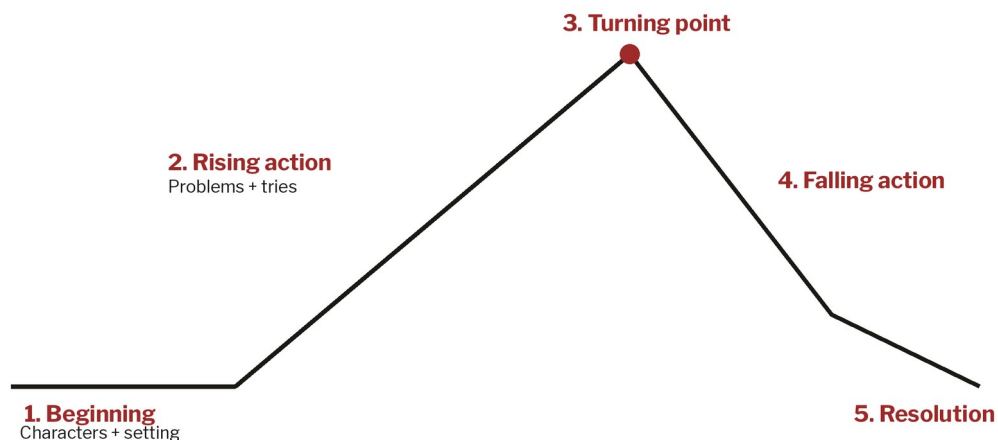
The scene...	Yes	Not yet
Introduces a character and a setting		
Shows at least one trait through dialogue or action		
Includes a thought or feeling		
Has a problem, a brave choice, and an ending		
Uses transition words to move through events		

Story Parts Organizer

Name _____ Date _____

Every story has parts. Fill in each box as you read. Then mark the big moments on the plot mountain.

Characters	Who is the story about?
Setting	Where and when does it happen?
Problem	What goes wrong?
Goal	What do the characters want?
Plot	What happens as they try? List three events.
Resolution	How is the problem solved?
Theme	What lesson or big idea does the story teach?



Story elements follow the What Works Clearinghouse practice guide *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (Shanahan et al., 2010).

Character Creator

Name _____ Date _____

Invent a character of your own. Give them a wish, a worry, and a voice.

Name	What is your character called?
Who or what are they?	A girl, a boy, an animal, a creature?
What they look like	Three details a reader would notice
Trait	One word that describes them, and an action that shows it
Wish	What do they want more than anything?
Worry	What are they afraid of?
How they talk	Write one line of dialogue only this character would say
A brave moment	What problem will they face? What brave choice will they make?

Sketch your character

Quick Checks

Use after Chapter 7, or pick the items that match where your class is. Items 1 to 6 check understanding; items 7 to 10 ask for thinking and writing.

1. **(Chapter 2) What problem starts the sisters' adventure?**

2. **(Chapter 3) Who is the older sister? Give one clue from the story.**

3. **(Chapter 1) Reread:** "I'm fine!" Runie called back, not slowing down one bit. "FiFi can't catch me!" **Which word best describes Runie here?** A. shy B. bold C. sleepy D. angry

4. **(Chapter 2) Reread:** "She felt the job settle onto her shoulders like a heavy backpack." **What does this comparison tell you about how Tunie feels?**

5. **Name two different settings in the story so far.**

6. **(Chapter 6) Reread:** "Here's the plan. We go in the morning, when we can see. Nobody explores a strange island in the dark." **Who says this, and what does it show about her?**

7. **(Chapter 7) Why does Runie name the island Glow Island? Use a detail from the text.**

8. **How are Tunie and Runie different? Give one example of each sister's trait.**

9. **The story teaches that being brave does not mean you are not scared. Find one moment that shows this and explain it.**

10. **Write two lines of dialogue for Fred the gull that show what kind of character he is.**

Answer guide (for the teacher)

1. A storm sweeps their beach house out to sea (“The house was floating.”).
2. Tunie. Clues include buckling Runie into the smaller life jacket and making the rules.
3. B. bold.
4. Being responsible for her sister feels heavy, like carrying a big load.
5. Any two: the beach house on stilts, the open sea, the Island of Echoes, Glow Island.
6. Tunie. She is careful and thinks ahead; she remembers what Dad would say.
7. Runie says it is “like a night-light,” “A whole island night-light.” The island is bathed in soft, glowing light.
8. Answers vary. Tunie is careful and responsible; Runie is bold and playful. Accept any trait with a text clue.
9. Answers vary. Example: in Chapter 2, Tunie “tried hard to hide her own fear” so her sister would feel safer.
10. Answers vary. Look for dialogue that matches a trait, such as hungry, curious, or helpful.