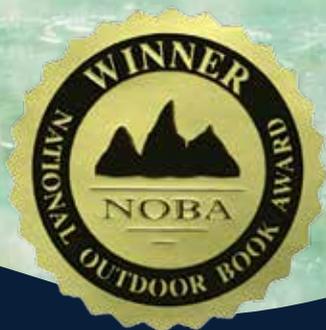


“A wonderful book that weaves an exciting and mysterious story about families and whales.”

—SUSAN BERTA, Cofounder,
Orca Network

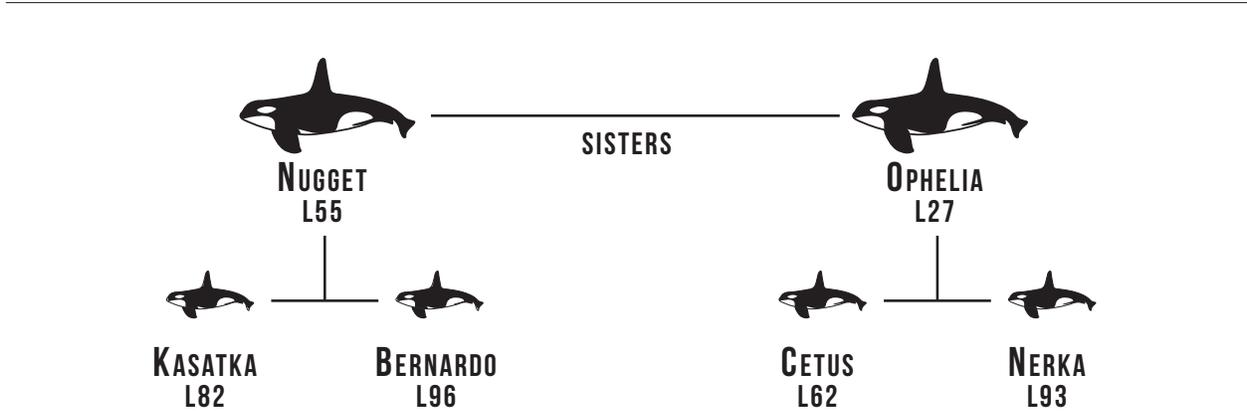
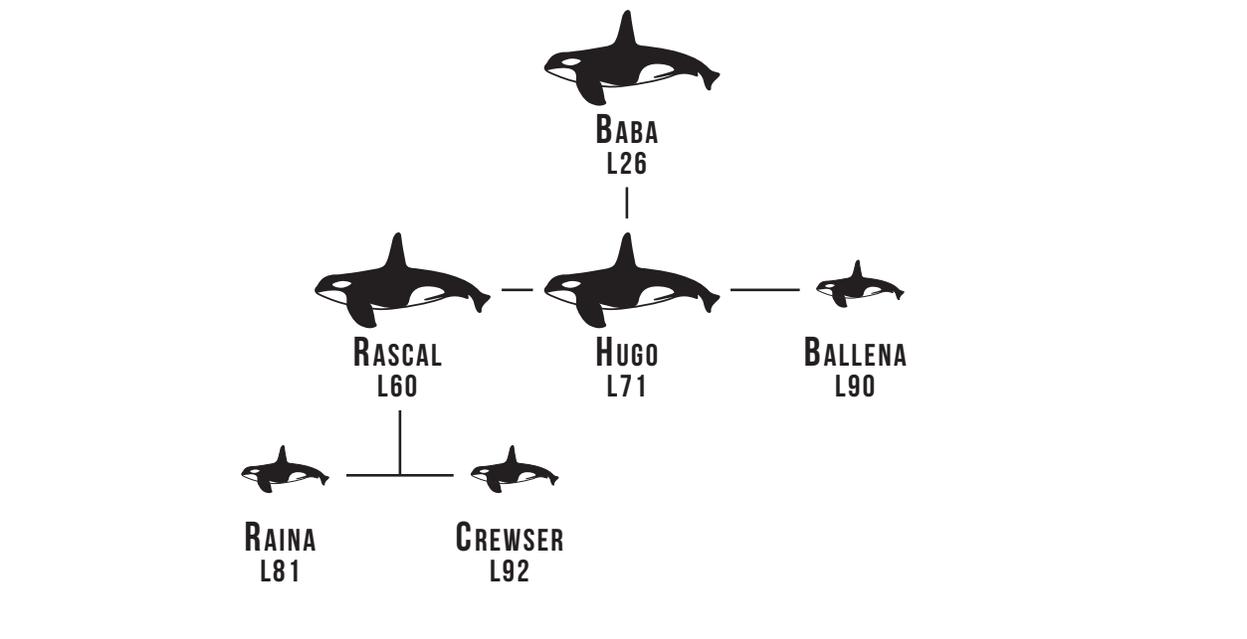
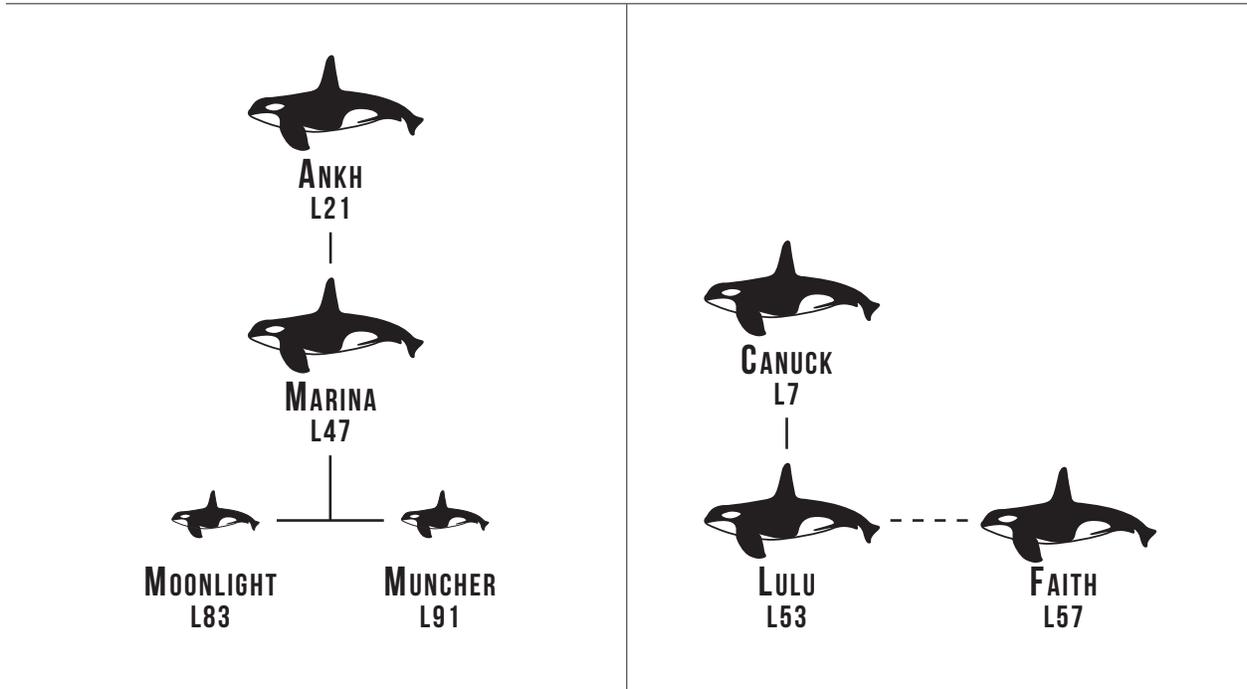


Chasing at the Surface

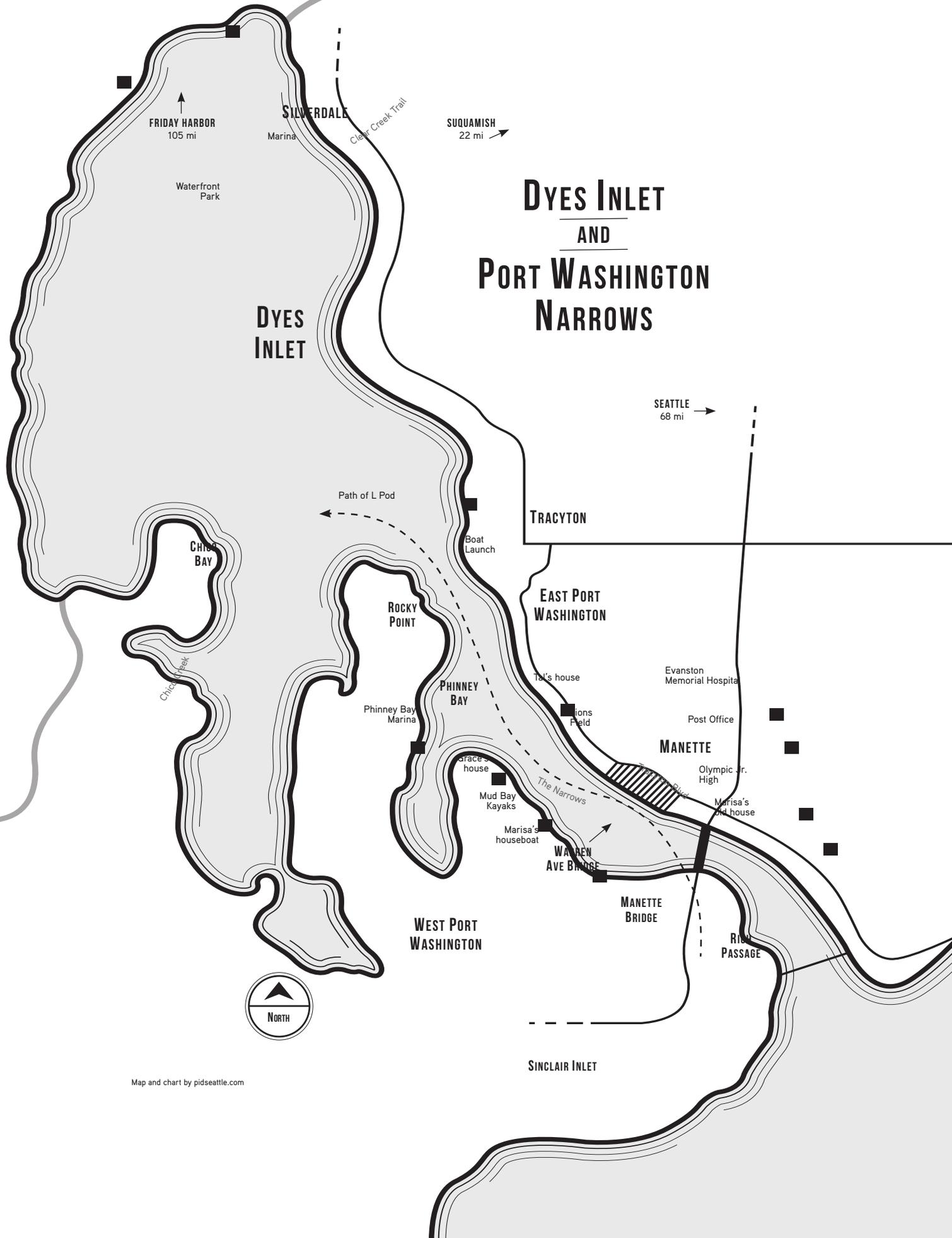
a novel

Sharon Mentyka

L-25 SUB POD



DYES INLET AND PORT WASHINGTON NARROWS



Previewing the Book

Chasing at the Surface:

Book Cover Design

Before you begin the novel CHASING AT THE SURFACE, take a few minutes to look at the cover. Read the title and any other information on the front cover. Look at the visual design.

What do you think this story will be about? Where do you think it takes place? Who do you think the main characters will be? Note down some of your ideas below.

Now read the back of the book. What does the information on the back tell you? What kind of issues do you think the main character, Marisa, will have to deal with? Can you list three issues below?

1.

2.

3.

Book Title

Write down a short definition or meaning for each of the main words in the title below:

chasing:

surface:

Why do you think the author gave this book the title she did? Does the title AND the cover design working together give you any other clues as to what the book might be about?

Previewing the Book

Chasing at the Surface:

Pre-Reading Vocabulary

Here are some specific vocabulary words and places that are important to the book CHASING AT THE SURFACE. As you read, keep this sheet handy and see if you can figure out their meaning from how they are used in the story. If you still have trouble, look them up in a dictionary!

chum salmon

flotilla

Dyles Inlet

faceted

killer whale

perimeter

spawning

hypothermic

breaching

dehydrated

embankment

predator

genealogy

emaciation

mammals

blowhole

matrilineal

no wake

flank

leeward

hydrophone

saddle patch

cetologist

stewardship

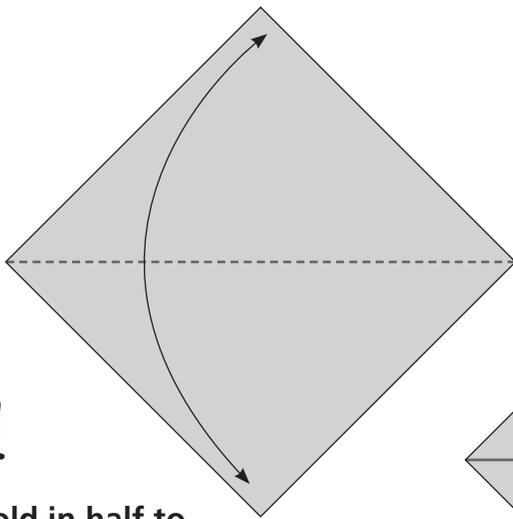
spyhop

vocalization

Killer Whale Origami (Orcinus orca)

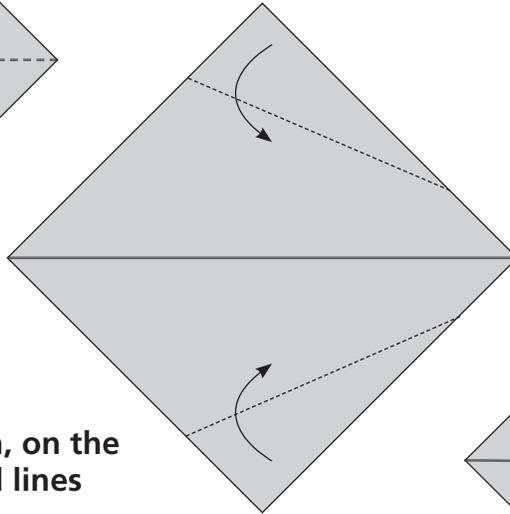
1

Fold in half to make a crease; then open again



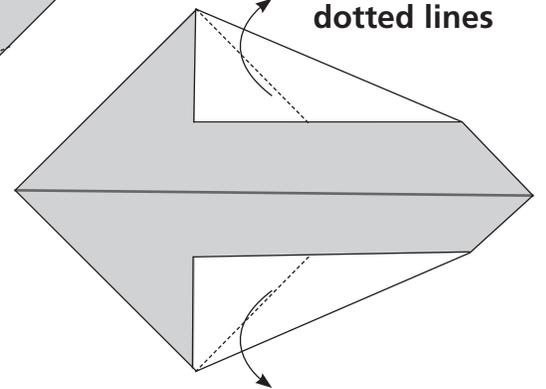
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Fold in, on the dotted lines



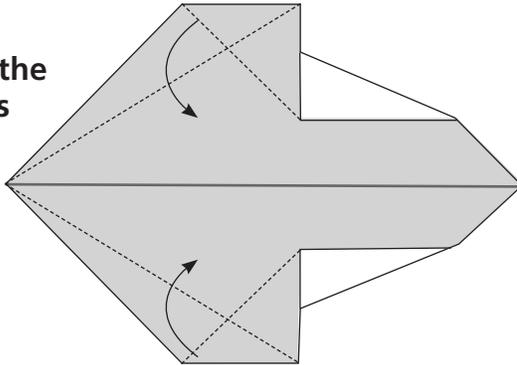
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Fold out, on the dotted lines



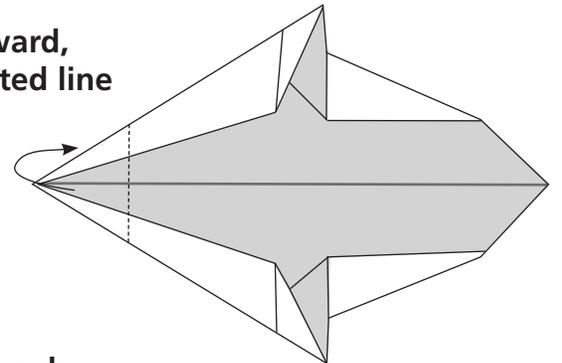
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Fold in, on the dotted lines



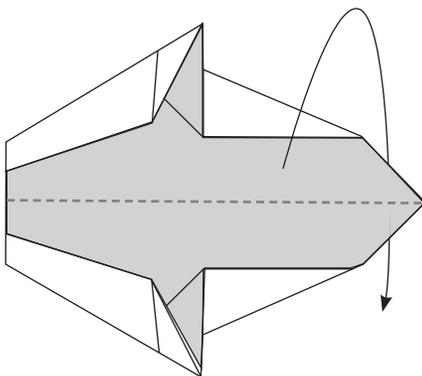
5

Fold backward, on the dotted line



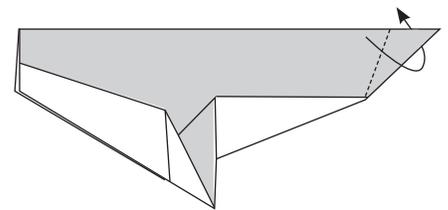
6

Fold in half, on the dotted line



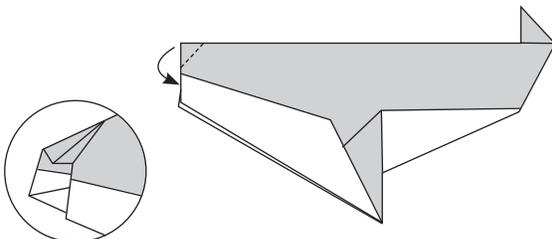
7

Fold backward, on the dotted line

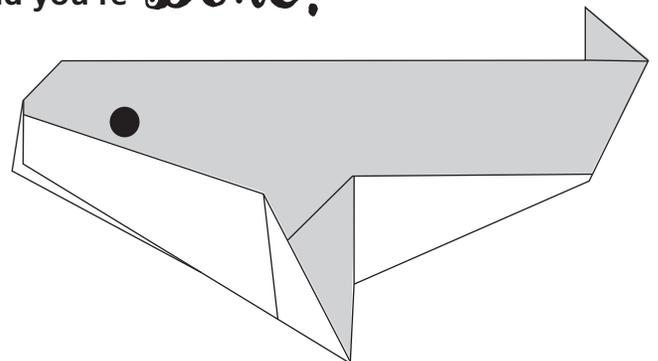


8

Pocket fold in, on the dotted line



Draw eyes and you're **Done!**



The Tail Behind the Tale: How the Story of a Pod of Trapped Orcas Became a Children's Book

In my book, CHASING AT THE SURFACE, the main character Marisa struggles to help a pod of trapped orcas find their way home. Along the way, she learns a lot about her own home, and about herself.

- 1)** First, **read the first chapter** of CHASING AT THE SURFACE, or have someone read it to you. Did you learn anything about Marisa's home? What words or descriptions helped you learn it?
- 2)** Now **think about the place YOU call home.** Home means different things to different people. What does it mean to you? If you needed to write about your home, how would you do it?
- 3)** On a sheet of paper, **draw a map** of the house, street, or block you call "home." Include anything on your map that makes your home special to you. This could be physical features: for example, your driveway, Mom's garden; the chicken shed, the big tree near the road, etc. Or they could be places where something important happened: for example, where you broke your arm falling off your bike; the place where your cat likes to sleep in the sun. It's your CHOICE—anything you think is important can go on your map.
- 3)** Next, using the **Sensory Words Organizer** on the next page, write three or four Sensory Words for a few of the features you added to your map. Sensory Words—sights, sounds, smells, and feelings—help bring descriptions of a place to life for anyone who has never been to your home.
- 4) Has drawing your map and writing Sensory Words brought back any memories of your home?**
Be sure to bring your Map and Sensory Word Organizer to school when I visit in January because we'll be doing a fun writing exercise with them. I can't wait to hear your stories of home!

Have fun!
~Sharon

Sensory Words Organizer

Sight	
1.	_____
2.	_____
3.	_____
4.	_____

Sound	
1.	_____
2.	_____
3.	_____
4.	_____

Smell	
1.	_____
2.	_____
3.	_____
4.	_____

Feeling	
1.	_____
2.	_____
3.	_____
4.	_____

Sensory Words help build vivid descriptions.

Sight:	the sky	the bright blue sky
Sound:	the wind	the howling wind
Smell:	the grass	the sweet-smelling grass
Feeling:	the night	the gloomy night

Writing Assignment: Researching and Writing a Setting as a Character

- 1)** Think about your street, your block or the immediate place that you call “home.” Or choose a familiar path you always take, for example the route you take from home to school.
- 2)** Draw a rough “map” of the area. On the map, note what you “KNOW” about the place. These could be physical features: for example, your driveway; Mom’s garden; the chicken shed; the biggest tree on the road to school, etc or places where something significant happened to you, for example, where you broke your arm falling off your bike; the place where your cat likes to sleep in the sun; where you saw your first whale! It’s your CHOICE—anything you think is important can go on your map.
- 3)** Next—Research Your Setting. Think about what you “DON’T KNOW” about your setting and what you “WANT TO LEARN.” Keep track of it using the **Research Organizer** sheet provided.
For example:
 - Did your parents live in your house before you were born? What was different? Don’t know? Ask them.
 - Do any neighbors have stories about your setting that you don’t know? Not sure? Ask them.
 - Is there anything you could learn at the library about the street/road/area you live in? Ask!
- 4)** Now, with all the information you’ve gathered about your setting, select one story from the many ideas on your map that you’re excited and want to write about.
- 5)** Fill in the **Sensory Words Organizer** on the back of this page. Write three Sensory Words for each sensory aspect of your setting — sight, sound, smell, and feeling/mood. Sensory Words help bring descriptions of a place to life for readers who may never have been to your setting.
- 6)** Write a short paragraph or two describing your setting. Try to make it come alive for someone who has never seen or visited it before by using all your Research and the Sensory Words you’ve written on your graphic organizer.

I would love to read your writing if you would like to share!
Good luck and enjoy!

~Sharon

Setting Description: Sensory Words Graphic Organizer

Sights
1. _____
2. _____
3. _____

Sounds
1. _____
2. _____
3. _____

Smells
1. _____
2. _____
3. _____

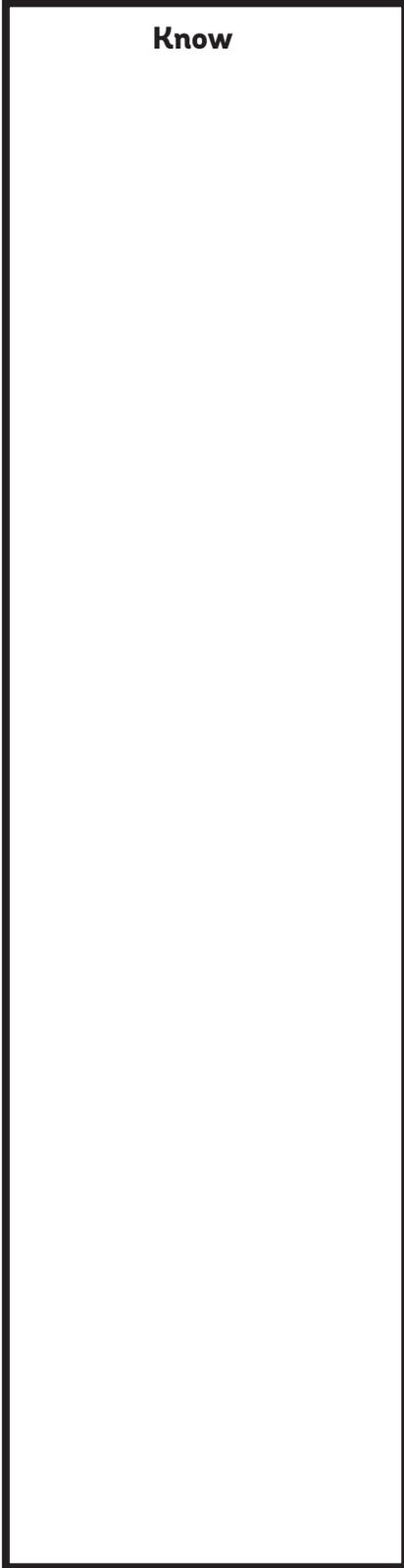
Feelings/Mood
1. _____
2. _____
3. _____

Sensory Words help you build vivid descriptions

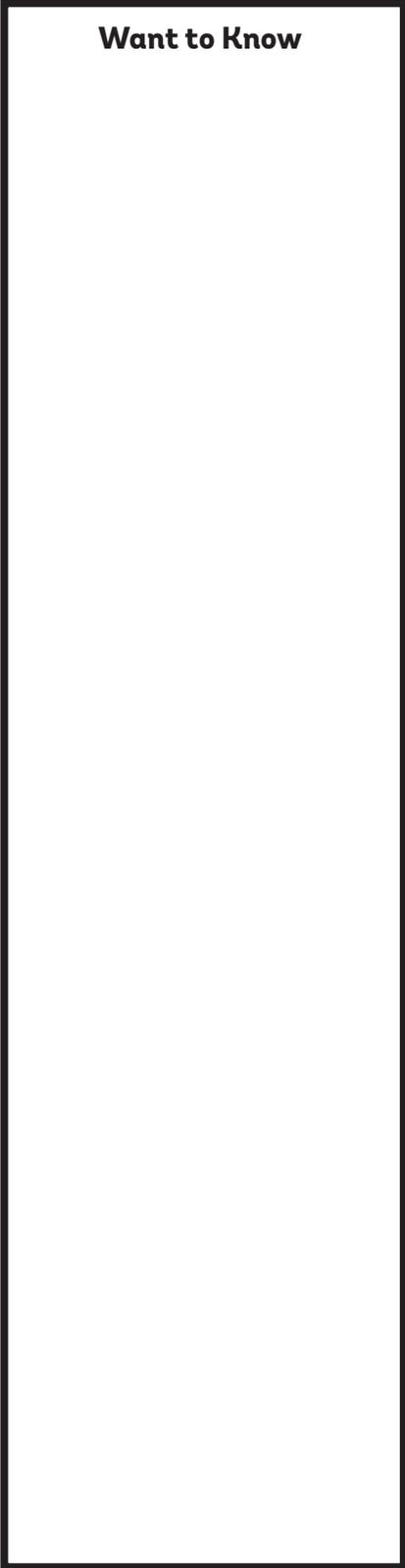
Example:	The wind howled.
Add WHEN	1. The wind howled all night .
Add TYPE or COLOR	2. The north wind howled all night.
Add WHERE	3. The wind howled all night outside my window .
Add a FEELING	4. The wind howled all night, scaring me .

Story Research Graphic Organizer

Know



Want to Know



Learned !

