



# The Aquarium

Level B / 52 words / informational text

High frequency words:

*are, on, the, to, we, want*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever gone to an aquarium? What kinds of animals do you think you would see at an aquarium?"

## Look through all the pictures

- Find and discuss the word *aquarium*. Clap and count the syllables.
- Using the language in the story, discuss the animals introduced in each picture.
- Help the children find and read the words *we want* in the text.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

The Georgia Aquarium is the largest aquarium in the world. It has the most fish (more than 100,000) and the highest volume of water (more than six million gallons).

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Say, "Name some aquarium animals from this story." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think these animals live underwater? What do you think it would be like to live under the water? What would you need to be able to live under the water?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the children find the animal words in the text: *manatee, octopus, stingray, sea star, seahorse, shark, and whale*. Clap and count the syllables.
- Notice and discuss the compound words *seahorse* and *stingray*.

## Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

## Writing activity

- Have the students write and complete the following sentence: "We want to see the \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping multisyllabic words; Introducing new animal words; Introducing compound words.