



The Octopus at the Aquarium

Level G / 97 words / informational

High frequency words:

eight, has, its, their, they

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen an octopus? What do you know about octopuses?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *aquarium, clever, octopus, octopuses, and squeeze*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

FUN FACT

In 2016, *Inky*, an octopus in an aquarium in New Zealand, escaped from his enclosure after the lid of his tank was left ajar. *Inky* made his way across the floor, slithered down the inside of an 150-foot drainpipe, and disappeared into the ocean.

- **Literal comprehension:** The answers are in the text. Ask, "What does an octopus look like? How does an octopus hide?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for an octopus to be able to change the shape, texture, and color of its skin? What would you do if you could change the shape, texture, and color of your skin?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the /ck/ blend: *pick* and *rock*.
- Find and practice the words with the CVCe pattern: *hide, like, pipe, and shape*.
- Point out and discuss the words *its* and *it's*. Explain that *its* is a possessive form of the pronoun *it*, meaning *belonging to it*, and *it's* is a contraction that means *it is* or *it has*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

Writing activity

- Have each student write and complete the following sentences: "*The octopus is very clever. It can _____.*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /ck/ sound; Practicing words with the CVCe pattern; Noticing the difference between *its* and *it's*; Rereading.