



The Moray Eel at the Aquarium

Level H / 127 words / informational

High frequency words:

all, long, many

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a moray eel? What do you know about moray eels?"

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, breathes, gills, and prey*. Discuss meaning, word structure, and sounds you expect to hear in those words.

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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

FUN FACT

Eels are slimy. Morays, like other eels, secrete a thin, clear layer of mucus that covers their skin. This slippery layer helps them glide through the water and protects their skin from sharp coral and rocks. The phrase *slippery as an eel* is often used to describe someone who is devious or elusive.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How does a moray eel breathe? Describe some of the moray eel's physical features." Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do moray eels come in different colors and patterns? Why do you think a moray eel is shaped the way that it is?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural nouns: *colors, fins, rows, and teeth*.
- Find and discuss the words with the /ee/ vowel pattern: *eel, green, teeth*. Using magnetic letters, create more words with this pattern (*beet, cheek, deer, feet, sheep, week*).

Rereading for fluency

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

Writing activity

- At the aquarium, there are signs describing each animal on display. Have each student design a zoo sign for the moray eel exhibit, including facts, labels, and pictures.

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Practicing plural nouns; Practicing the /ee/ vowel sound; Rereading.