

# 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*.

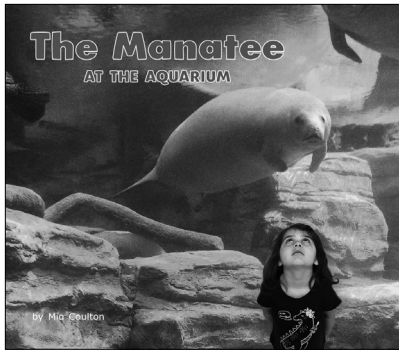
## Rereading for fluency

- 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.



# The Manatee at the Aquarium

Level F / 68 words / informational

High frequency words:

*because, has, its*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: “What is happening in the cover picture? What is the little girl doing? Have you ever seen a manatee? What do you know about manatees?”

## 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, lettuce, snout, and whiskers*. 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 decode 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.

### FUN FACT

**Manatees have a shorter neck than other mammals. They only have six neck vertebrae, while most other mammals have seven. They can nod up and down, but cannot move their heads side to side. To see behind them they must turn their entire body around!**

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, “What does a manatee like to eat? What do manatees have at the end of their flippers? What do manatees have on their snouts?” Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, “What do you think it would be like if you had to live your life under the water like a manatee? How would you eat? Where would you sleep? Do you think you would enjoy it? Why or why not?”

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *flat* with the *fl* onset. Using magnetic letters, make other words with the same sound and pattern (*flake, flap, flea, flop, flow, fly*).

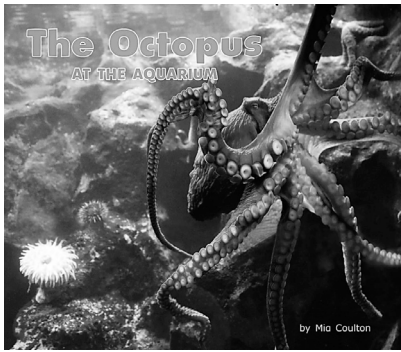
## Rereading for fluency

- 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 the following sentences: “I like the manatee because it \_\_\_\_\_.” 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 words with the *fl* onset; Rereading.



# 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.



# Seahorses at the Aquarium

Level G / 132 words / informational

High frequency words:

*around, eat, has, its, long, very*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen a seahorse? What do you know about seahorses?"

## 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, curly, and seahorse*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *seahorse* is a compound word.

## 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.
- **Literal comprehension:** The answers are in the text. Ask, "What is the shape of a seahorse's head? How fast does a seahorse swim? Why?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why would it be helpful to look in two directions at the same time? What would you do if you could look in two different directions at the same time?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *snout* with the /ou/ vowel sound. Using magnetic letters, create other words with the same vowel sound (*about, out, pout, spout*).
- Help the students locate the words with the -ing suffix: *hanging, holding, moving, and swimming*.
- Point out the apostrophe in the word *horse's*. Explain that the 's means possession.

## 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 sentence: "A seahorse has a \_\_\_\_\_ so it can \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

In Greek Mythology, hippocamps, also known as seahorses, were the fish-tailed horses of the sea. These creatures had the head of a horse and the tail of a fish. Poseidon, the Greek god of the sea, traveled in a chariot drawn by fierce seahorses.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing compound words; Practicing the /ou/ vowel sound; Practicing words with the -ing suffix; Introducing possessive words with the 's ending; Rereading.



# Sharks at the Aquarium

Level G / 117 words / informational

High frequency words:

*because, every, found, going, has, its, many, was*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen a shark? What do you know about sharks?"

## 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, quickly, and yikes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Explain that *yikes* is an exclamation expressing shock and alarm.

## 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.

### FUN FACT

Shark skin feels just like sandpaper.  
Instead of flat and rough scales like a fish, shark scales are smooth and teeth-like.  
These scales point towards the tail, which reduces friction and helps the shark to swim very fast.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why do sharks always look like they are staring? What happens when a shark loses a tooth?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for sharks to have rows and rows of teeth? What would you do if you had lots and lots of teeth?"

## 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 *-ing* suffix: *fishing, losing, staring, and swimming*.
- Point out the apostrophe in the word *shark's*. Explain that the 's means possession.
- Find and discuss the plural nouns: *pups, sharks, rows, and teeth*.

## Rereading for fluency

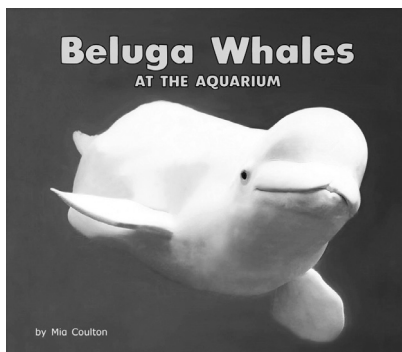
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

## Writing activity

- Have each student write and complete the following sentence: "*Sharks use their \_\_\_\_\_ to \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing exclamation words; Practicing words with the *-ing* suffix; Introducing possessive words with the 's ending; Practicing plural nouns; Rereading.





# Beluga Whales at the Aquarium

Level H / 135 words / informational

High frequency words:

*all, be, made, their, they, white*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs, labeled illustration.
- Possible discussion questions: "Where have you seen a beluga whale? What do you know about belugas? What do you want to know about belugas?"
- Fill in the first two columns of a KWL chart on beluga whales. Fill in the K section with what students already KNOW about belugas and fill in the W section with WHAT they would like to learn about belugas.

## 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: *beluga, blowhole, blubber, breathe, and melon*. Notice that *blowhole* is a compound word.

## 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.

## After reading

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

- **Literal comprehension:** The answers are in the text. Ask, "What is the purpose of the beluga whale's melon? How does a beluga whale breathe?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a beluga whale makes so many different sounds? Why do you think beluga whales like to be with other beluga whales?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *beluga's*. Explain that the 's means possession.
- Find and discuss the word *noise* with the /oi/ digraph. Make other words that sound the same (*coin, foil, point*).

## 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 complete the L section of the KWL chart with what they have LEARNED about beluga whales after reading this book. Have them share what they've learned with each other.

### FUN FACT

Beluga whales are nicknamed *sea canaries* because they are extremely vocal.

Belugas make many different sounds, including: whistles, clicks, mews, bleats, chirps, and bell tones.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Introducing possessive words with the 's ending; Practicing the /oi/ digraph; Rereading.



# Jellies at the Aquarium

Level H / 154 words / informational

High frequency words:

*many, they, together*

## 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 jellies? What do you know about jellies?"

## 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, tentacles, umbrella, and water*. 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.

## 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 do jellies move through the water? What are some other words for groups of jellies?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do some jellies have stingers with poison? Why do you think jellies come in so many different sizes and colors? Describe how you would look if you were a jelly."

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *swarm* with the *sw* onset. Make other words that sound the same (*swat, sway, swim*).
- Find and discuss the word *smack* with the *ack* rime. Make other words that sound the same (*back, hack, tack*).

## 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.

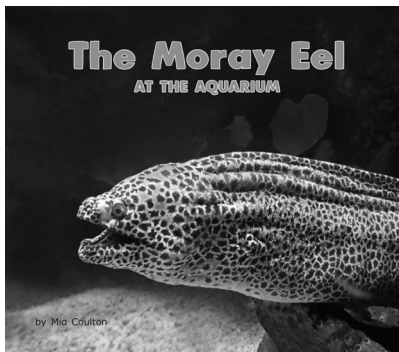
## Writing activity

- Have each student create a web diagram graphic organizer for jellies. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

### FUN FACT

The *lion's mane jellyfish*, also called the *hair jelly*, is the biggest jelly in the world. It gets its name from its long, dangling tentacles that resemble a lion's mane. It can have tentacles that are over 120 feet long - that is longer than a blue whale. The largest known lion's mane jelly was found in 1870 off the coast of Massachusetts.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Practicing the *sw* onset; Practicing the *ack* rime; Rereading; Introducing the web diagram graphic organizer.



# 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

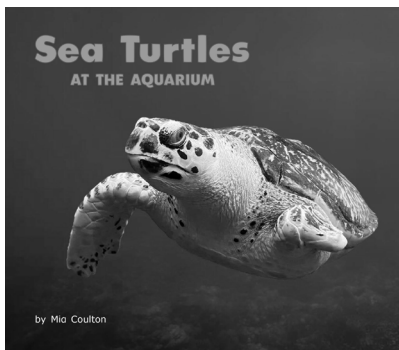
- Have the child(ren) read the text again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## 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.





# Sea Turtles at the Aquarium

Level I / 210 words / informational

High frequency words:

*every, must, right, their*

## 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 sea turtle? What do you know about sea turtles? What do you want to know about sea turtles?"
- Fill in the first two columns of a KWL chart on sea turtles. Fill in the K section with what students already KNOW about sea turtles and fill in the W section with WHAT they would like to learn about sea turtles.

## 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: *breath, breathe, tear, type, and sponges*. 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.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What parts of the sea turtle's body help it swim? What is the purpose of the shape of a sea turtle's beak?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think sea turtles need to be good swimmers? Describe what it would be like if the only way you could get around was to swim. What are some differences between land turtles and sea turtles?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the *shr* onset in the word *shrimp*. Working together, create other words with the *shr* beginning sound (*shred, shrink, shrub*).

## 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 complete the L section of the KWL chart with what they have LEARNED about sea turtles after reading this book. Have them share what they've learned with each other.
- Read *Tortoises at the Zoo*. Discuss the similarities and differences between the turtles in *Tortoises at the Zoo* and the turtles in *Sea Turtles at the Aquarium*. Work together to fill in a Venn Diagram about land turtles and sea turtles.

### FUN FACT

**Myrtle is a green sea turtle that is more than 90 years old, weighs more than 500 pounds, and has been living at the New England Aquarium since 1970.**

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing the *shr* onset; Introducing the Venn Diagram; Rereading.