



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*.

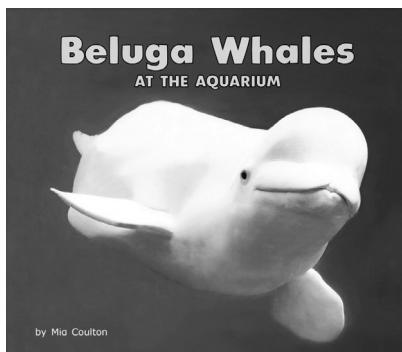
Rereading for fluency

- 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.