

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.



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.

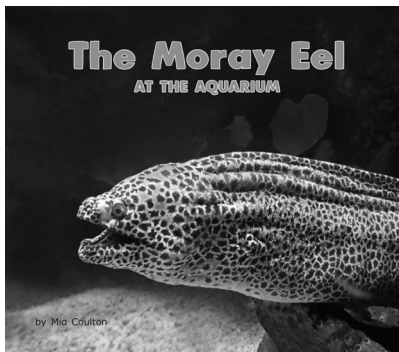
Writing activity

- 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*).

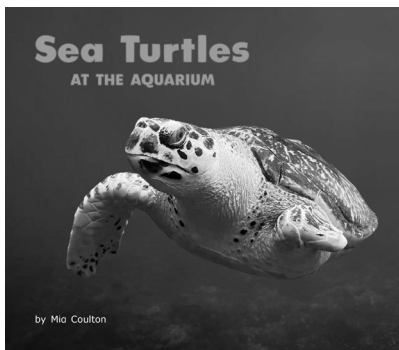
Rereading for fluency

- 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.