

Guided Reading with

## ANIMALS AT THE AQUARIUM

Guided Reading Level: F

DRA Level: 10

Intervention Level: 10

by Barbara Flores, Elena Castro,  
and Eddie Hernandez

illustrated by Michael Ramirez

Page number: 8, Word Count: 62

**Genre:** Nonfiction

**Focus:**

### Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- read past an unknown word and return to it to solve it

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- line breaks match phrasing

### High-frequency Words:

*at, the, there, is, a, are*

### Phonics

- vowel sounds: long e sound using -y ending,

### National Standards:

- vowel sounds: long e sound using -y ending,
- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

### ELL/ESL

*Animales en el acuario* See back page

**Overview:** What animals might you see at an aquarium? This book tells you about some of them.

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What's an aquarium? Have you ever visited one? What might live there?
- When you visit an aquarium, what kinds of things might you notice about the animals?

### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "Animals at the Aquarium."
- Ask children to predict what aquarium animals will be in the book.
- Show the back cover and read the copy.
- Have children predict some words they might read in the story. Choose several of the animals from children's predictions and ask them to predict how the book might describe them. Introduce the word "unique."
- Give children the book and have them look at the pictures.
- Ask them to notice what animal is on each page.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.



- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

#### 4. Be aware of the following text features:

- The book contains familiar words: at, the, there, is, a, are. It also contains the color words orange, white, black, brown, red, gray.
- Each page includes a sentence starting “At the aquarium there is a \_\_\_\_\_” and uses a color and an adjective to describe each animal. The last page is different.
- Content-specific vocabulary includes: aquarium, fish, shark, seal, seahorse, starfish, and dolphin. Additional vocabulary words include: bright, large, shiny, tiny, pointy, huge, unique.
- There are two compound words: starfish, seahorse.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about what animals are at the aquarium and how they look.**

**2. Have children read quietly, but out loud. Each child should be reading at his or her own pace.** Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

**3. Look for these reading behaviors during the first reading:**

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?

- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

**4. As children read, suggest a reading strategy if they are struggling:** “Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

**5. Possible teaching points to address based on your observations:**

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore how the ideas are presented using a repetitive sentence structure and ask students to think about what makes sense based on the previous pages of text.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.
- Model how to revisit the text to find specific examples or ideas.



## After the First Reading

1. Have children confirm their predictions and talk about what animals were at the aquarium.
2. Ask questions like:
  - What animals did the book mention? How did the book describe each animal?
  - What's the same about all the animals in the book? How did they differ?
  - What else can you learn about each animal from the pictures that isn't included in the words?
  - What might aquarium workers think about in order to take good care of each different animal in an aquarium? (Possible answers: an animal's size, water type/temperature preference, food preference, behavior towards other species, etc.)
  - What do you think the word "unique" means? Why?
  - How does the aquarium compare to a zoo? What is similar and what is different?
  - Do you think aquariums are beneficial or harmful (to people, to the animals, to the environment, to education, and so on)? Why?

## Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** Have children turn the book into a short performance by creating simple stick puppets for each animal that reflect the descriptions in the book and using them while reading the book aloud.

Provide children with some of the sentences from the book

to cut out, read, and match to illustrations depicting each animal.

Use the structure of the book to have children create their own books about animals found in another location. Talk about the word "unique" to help students brainstorm adjectives to describe what makes each animal unique.

Write additional sentences about animals using the same structure and use them to model skipping unknown words and returning to them to solve after reading the rest of the sentence (e.g., show "At the park, there is a fast, sneaky squirrel." Work together to solve "sneaky.")

Starting with the words from the book, brainstorm other adjectives that end in -y. Have students draw their own animals, real or imagined, and write descriptions of them using -y words (e.g., "A tiny, wrinkly, sleepy, cuddly puppy.")

**Mathematics:** Write story problems featuring aquarium animals in a tank and ask students to show their thinking about them in pictures and numbers (e.g., "There were 10 orange fish in the tank, 5 yellow fish, and 5 white fish. How many fish were in the tank?")

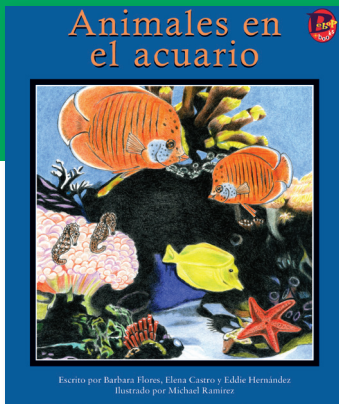
**Science:** Look at other nonfiction titles with photos or view photos or videos online of the animals in the book. Brainstorm additional descriptive vocabulary about each one based on students' observations.

If you live near an aquarium, check to see if there videos or online exhibits to share with children. Otherwise, check out the videos and classroom resources of the Monterey Bay Aquarium: <http://www.montereybayaquarium.org/education>.

Discuss the differences in animals' lives when they live in captivity and when they live in the wild. Record ideas on a two-column chart or Venn diagram.

**Art:** Have children create an aquarium mural using paint and collage materials. Talk about additional features besides animals (e.g., plants, rocks). Have children label each element of the mural with descriptive vocabulary.

**Physical Education:** Play "Aquarium Simon Says." Ask children to demonstrate the meaning of various adjectives with their bodies (e.g., "Simon says swim like a tiny, quick fish").



## Guided Reading with **ANIMALES EN EL ACUARIO**

*Guided Reading Level: F*  
*DRA Level: 10*  
*Intervention Level: 10*

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their Englishspeaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

**Noun Support:** pez, tiburón, foca, caballito de mar, estrella, delfín

The following adjectives are listed to describe the animals in the story: brillante, gran, reluciente, pequeño, picuda, enorme

The following colors used to describe the animals are listed in the story: anaranjado, blanco, negra, café, roja, gris

Print the illustrations from the story without the sentences visible. Print the animals from the story, adjectives, and colors all on separate, individual word cards. Then, have students match the animals to the corresponding illustration. After, have students match the adjectives and the colors to the appropriate picture.

Afterwards, take away the illustrations and mix up the word cards. Then, have students match the correct word cards with the animal, adjective, and color together to build word knowledge.

For students engaging with both English and Spanish texts, have students note there is a exclamatory statement on the past page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

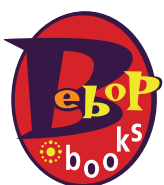
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com