

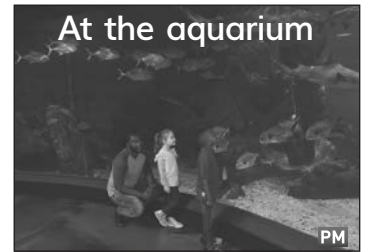
# At the aquarium

PM Level 2

Magenta

**Text Type** Description

**Running Words** 48



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the names of some common sea creatures and what they look like.

### Orientation to the Text

- A family looks at all the big sea creatures that live at the aquarium.

### Key Language Structures

- Longer sentences with a return sweep are introduced.
- The adjective *big* is used throughout.

## Building the Balanced Reader

### Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

### Vocabulary

#### Key High-frequency Words

crab, fish, jellyfish, octopus, penguin, shark, starfish, turtle

#### Content Words

balloons, cakes, drinks, hats, presents, ribbons, sandwiches, strawberries

### Decoding

- Introduce the word *starfish* as a compound word. Ask, *What are the two smaller words that make up 'starfish'?*
- Look at the word *turtle*. Ask, *How many sounds can you hear in the word 'turtle'? What are they?*

### Fluency and Phrasing

- Model reading each page using natural expression. Invite students to reread each page several times to practise their expression.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Invite students to share what they know about aquariums and the animals that live there.

- Ask students to read p. 6. Prompt them to look at the final word as they read. Ask, *Does it look right? Does it sound right? Does it make sense?*
- Read to p. 11. Invite students to describe the octopus. Ask, *What can you see in the picture?*
- Read p. 12 to students, reversing the order of the lines – that is, read the second line first. Ask, *Where should I have started reading? Why is this important?*
- Ask students to find the compound word on p. 14. Ask, *What two smaller words make up this word?*
- Read to p. 16. Ask, *What is the shark doing?*
- Reread the text together, reinforcing where to start on each page and the return sweep to the second line.

### Comprehension

- What are three big animals that the children saw at the aquarium? (*Literal*)
- Do you think the children enjoyed their visit to the aquarium? (*Inferential*)
- Which animal in the book do you think is the most dangerous? Why? (*Inferential*)

### Follow-up Activities

- Choose one of the animals from the text to learn about in more detail with students. Share one or two simple texts about the creature and together make a list of its features. Model making and labelling an accurate drawing of the creature using the features as a guide. Students can then make their own drawing and label the different parts of their picture.
- Make a Venn diagram with one of the sea creatures, such as a penguin, on one side and a different one, such as the shark, on the other. Ask students to describe each creature, then talk about features that are similar and features that are different. Record these on the appropriate sections of the Venn diagram.
- Invite a student to mime being one of the creatures from the book. The other students must guess what creature it was. Talk about the features of the creature the student demonstrated that helped the group know what it was. Repeat with other students doing the miming.

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## Learning Intentions

- We are learning to read longer sentences.
- We are learning to monitor our reading.

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## Success Criteria

- I can read from left to right and top to bottom.
- I can identify when what I read doesn't match the word.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up