



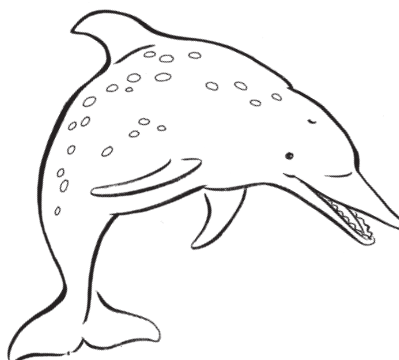
AT THE AQUARIUM TEACHER'S MANUAL

The *At the Aquarium* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On page 2, the *At the Aquarium* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 3 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 4 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



Dover Publications, Inc.
Mineola, New York

AT THE AQUARIUM TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
<p>Foundational Skills</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
<p>Writing</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>Language</p>	<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

AT THE AQUARIUM

Summary

The book uses pictures and text to introduce different animals at the aquarium to children.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Read aloud the title of the book as you display the cover. Preview the book with children by examining the pictures, including the labels. Have volunteers describe what they see and make inferences about the content of the book. (RI.K.7, SL.K.2)• Page through the book and have children describe the animals in the pictures. Have them ask and answer questions about what the animals in the settings in the pictures are doing. (RI.K.1, RI.K.2, RI.K.3, SL.K.2)• Read the Note in the beginning of the book to children. Have them find the label on the picture and the capitalized words on page 1. Read them aloud. Help children understand that the labels and capitalized words are the names of the animals on that page of the book. (RF.K.1)
	Present a Reading Routine <ul style="list-style-type: none">• Read aloud the text with children. Have them point to each word as you read it, following from left to right and from page to page. (RF.K.1)• After reading each page, have children repeat the names of the animals on the page and point to the pictures of the animals. (RF.K.4)
	Provide Activities for Reading <ul style="list-style-type: none">• Have children turn to page 5. Reread the information on the page as children point to the fish. Have them color the pictures to match what the sentences tell them about the fish. As children color other pictures, show the animals from a reference book or encyclopedia to help children use the correct colors. (RI.K.7, L.K.4.a, L.K.6)• Reread page 7. Help children pronounce the word <i>anemones</i> correctly. Separate the word into four syllables. Say each syllable with children, and then blend the syllables together to correctly pronounce the word. (RF.K.2.b, RF.K.3.a)• After reading the text on pages 28–29, ask children how they can find out what a <i>pod</i> is. Have them look at the picture to see that the whales live together. Help them understand that things in a pod are grouped together, like peas in a peapod. (RI.K.4, L.K.4, L.K.4.a)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: After you read the text on pages 12–13, point to the picture of each animal and have volunteers say the name of the animal. Then have children discuss which animals they would want to touch in the Touch Tank. (SL.K.1, SL.K.2, SL.K.4)• Language Skills: Help children sort the animals in the book into categories. Have them look for animals with shells and animals without shells. Make a list on the board as children identify the animals for each group. (L.K.5.a)

AT THE AQUARIUM

Vocabulary	
Summary Have children use the following strategy to identify the meanings of words by relating them to their opposites.	
Vocabulary Activities	<p>Antonyms</p> <p>Point out to children that some animals in the book are big and some are small. Tell children that <i>big</i> and <i>small</i> are describing words (adjectives) and are opposites (antonyms). Using the pictures, have children name the animals that are big and the animals that are small. If children are having difficulty, use the animals on pages 10–11 as an example. Say: <i>The sharks are big. The pilot fish are small.</i> Using comparisons such as these, help children understand that the words <i>big</i> and <i>small</i> are antonyms. (L.K.5, L.K.5.b)</p>
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	<p>Narrative Writing</p> <p>Explain to children that a story can tell about one event or several related events. Have children look at the pictures on pages 18–19. Demonstrate how to write a short story based on the picture. Write: <i>We went to the aquarium. We saw the penguins. The trainer gave them fish. We watched them eat. We saw them play in the water.</i> Read the story aloud to children and have them identify that these events are all related. Then work as a group to choose a picture and write or dictate the events that are happening in the picture. Children can copy the story and illustrate the story events. (RI.K.2, W.K.3)</p> <p>Informative/Explanatory Writing</p> <p>Have children choose an animal from the book and tell one thing they learned about that animal. Have children write or dictate a sentence about something new that they learned about the animal, using this sentence frame: <i>I learned that _____ have _____.</i> Suggest that children draw a picture of the animal underneath their sentence. (W.K.2, W.K.8, SL.K.4)</p> <p>Opinion Writing</p> <p>Review the pictures and text on pages 12–13 with children and talk about the names of the animals and what they look like. Have groups of children choose one animal from the Touch Tank they would want to touch and one animal that they would not want to touch. Help each group write a sentence about why they would or would not want to touch each animal, using one of these sentence frames: <i>We would want to touch _____ because _____. We would not want to touch _____ because _____. Then have children draw a picture of themselves and the animals. (W.K.1, SL.K.5)</i></p>

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