



Teacher Edition

AlphaWorld

At the Aquarium

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Photography by Michael Curtain



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How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.

During reading: Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Setting the context

Ask: *What is an aquarium?*

Have you ever been to an aquarium?

What did you see there?

Why do we have aquariums?

Introducing the book

This book is called 'At the Aquarium'.

It tells us about a boy's visit to an aquarium and the animals he saw there.



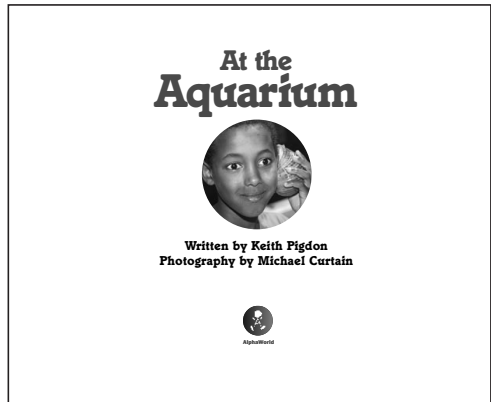
Front cover

Point to the title.

Let's read it together.

Look at the picture. Where do you think this boy is standing? What is he looking at? Can the stingray get the boy?

Why not?



Title page

Where is the title? What does it say?

What does the writing under the picture tell us?

I saw a fish
at the aquarium.

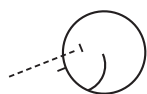
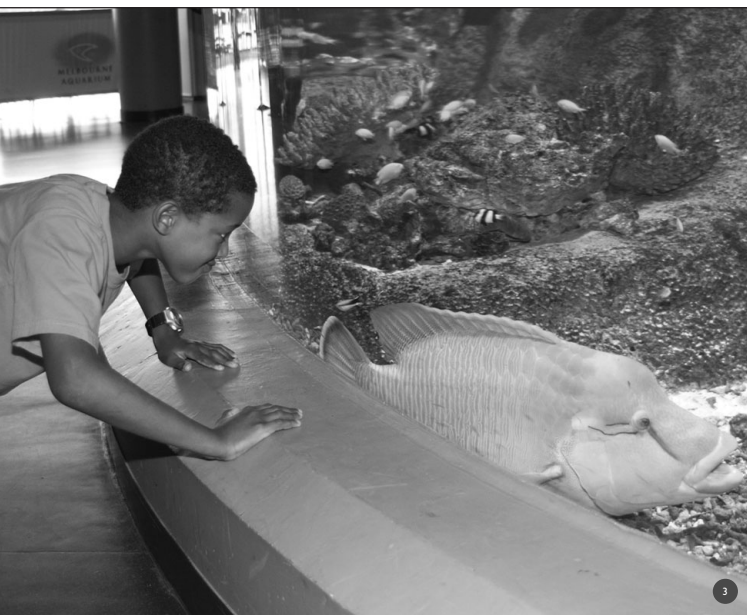


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Talkthrough

On each page the boy tells us about what he saw at the aquarium. Here he says, "I saw a fish at the aquarium." Can you show me where to start reading on this page? Move your finger to show where to go. What do I do at the end of the line?



Observe and support

Does the child match each word on the page as they read?

Can you read it with your finger? Did you have enough words? Were any left over?

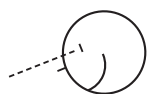
Gently guide the child's hand as you read it together.

I saw a shark
at the aquarium.



Talkthrough

The next animal the boy sees is a shark. What will the boy tell us? Can you check the first word of the sentence? What does it say? What do you think the next word is? How did you work that out?



Observe and support

Does the child recognise the sight words: I, saw, a, at, the?

Show the child the word on one page.

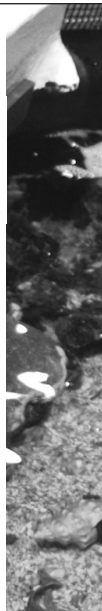
This word says 'saw'. What does it look like? How will you remember it?

Turn to another page.

Can you see the word on this page?

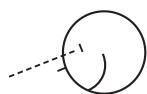
Have the child trace the word as they say it.

I saw a crab
at the aquarium.



Talkthrough

What is the boy doing here? Do you think he will touch the crab? What might happen? What do you think he will say in the book?



Observe and support

Does the child use more than one source of information when cross-checking?

After the child reads the page: *You said...* (repeat the child's reading). *Does that make sense? How do you know? Does it sound right? Does it look right?*

I saw a sea star
at the aquarium.

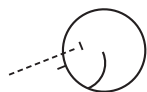


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Talkthrough

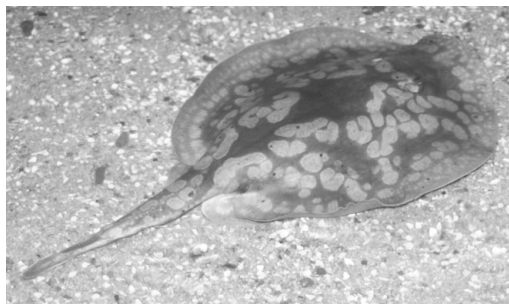
Lots of people call this animal a star fish. This boy knows that it's really called a sea star. He says, "I saw a sea star at the aquarium." Can you find the two words that say 'sea star'? How did you work that out?



Observe and support

Does the child monitor their own reading?
*You said, "I saw a sea star at the aquarium."
How did you work that out? What did you look at?*

I saw a stingray
at the aquarium.

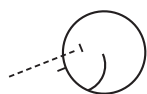


Talkthrough

*Look at these pictures. They show us a stingray from
the top and underneath.*

Can you see the word 'stingray' on the page?

What did you look at to work that out?



Observe and support

Does the child notice if they have made a mistake?

If the child pauses at the point of difficulty:

What could fit there? What can you see on the page that will help you work it out?



Talkthrough

This page sums up the rest of the book. It tells us that the boy saw a lot of animals at the aquarium.



**I saw a lot of animals
at the aquarium.**

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Comprehension check

*What animals did the boy see at the aquarium?
What is the same about all of the animals that live
at the aquarium?*

Should we have aquariums? Why or why not?

Responding to text



Children could make a mural on a window to show the animals featured in the book. Have the children draw the featured aquarium animals and stick them to the window. Cover the aquarium with blue cellophane as the water. Ask children to contribute other animals that could be found there.



Cover key content words to make a cloze activity, e.g. “I saw a _____ at the aquarium.” Children could make their own aquarium book.



Use words from the text to highlight the sounds of the /sh/ and /th/ digraphs. Find words with ‘sh’ at the beginning or end. Illustrate these on cards.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- control the return sweep when reading more than one line of text?
- explain what an aquarium is?
- recognise the sight words: I, saw, a, at, the?

At the Aquarium

Topic: Animals around us

Curriculum link: Living Things;
Environment

Text type: Recount

Reading level: 2

Word count: 45

High-frequency words: I, saw, a, at, the

Vocabulary: aquarium, fish, shark, crab,
sea star, stingray, animals

Possible literacy focus

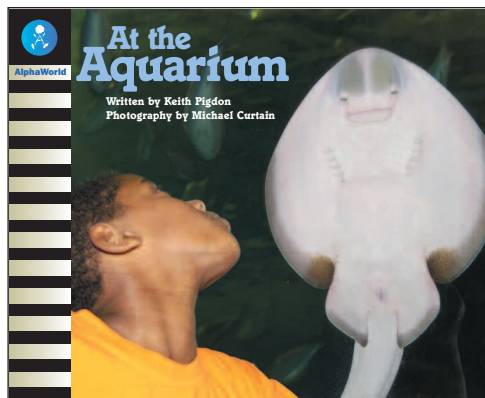
Understanding predictable language structures and anticipating a different key word.

Using pictures to cue meaning.

Managing the return sweep.

Summary

This book introduces and names a range of marine animals found in many aquariums around the world. The thrill of the experience of seeing animals close-up is captured in the pictures. The colours and behaviours of some animals adds to the interest level.



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