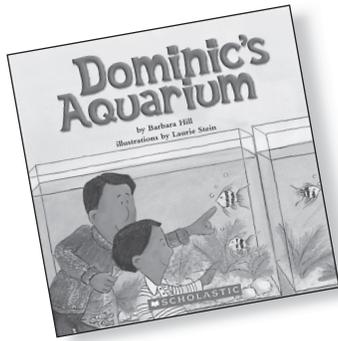


Dominic's Aquarium



Written by Barbara Hill

Illustrated by Laurie Stein

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: K

Summary: A young boy and his dad work together to set up an aquarium.

Word Count: 625

Text Features

Visual Literacy

- ▶ environmental print

Text Supports

- ▶ familiar topic
- ▶ illustrations are highly supportive of text

Possible Text Challenges

- ▶ exclamation marks
- ▶ commas separating phrases in long sentences
- ▶ past-tense verbs created with the “-ed” ending

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ sequencing

Working with Words

- ▶ looking at word parts to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make text-to-self connections
- ▶ make a relevant connection to the story to retell the events in sequence
- ▶ use a variety of strategies to solve unfamiliar words

Oral Language Opportunities

- ▶ predicting and discussing in a group and with a partner
- ▶ sharing reading strategies
- ▶ describing steps in a daily process



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Hand out copies of the book. Ask students to look at the front cover and read the title and the names of the author and illustrator. Ask for predictions about what will happen in the story.

Teaching Tip: By putting predictions on the board and attributing names to them, you can go back and revisit them later. This also makes each student accountable for being part of the discussion.

Print concepts

Overcoming Text Challenges

Have students look at page 2. Give them an opportunity to read the first sentence, and note what they do when they reach the comma. Talk about why authors use commas and what good readers do when they come across them. For example, you might say, *A comma means we take a short pause or breath and then continue on.* Read the sentence without the comma and then with the comma, and have students comment on the difference.

Word solving and building

On the board or chart paper, print the following words from the book: *sighed, died, replied, decided, flashed, turned, tied.* Have students identify what is common in all these words (the “-ed” ending). Explain to students that words ending in “-ed” tell the reader that an action has taken place. Show students how they can break the words into chunks by covering up the “-ed” ending and reading the root word. Tell them they will see many action words in the story with this ending.

Print concepts

Point out the exclamation marks on page 6. Remind students that these marks are used to show a lot of feeling. Ask for volunteers to read each of the sentences with exclamation marks, showing feeling.

Inferring/visual literacy

Have students examine the illustration on pages 6–7. Have students read the print on the birthday card. Ask, *What do you think Dominic got for his birthday? How do you know?*

Sequencing

Setting a Purpose

As students read the book, tell them to think about the steps Dominic and his dad take to set up an aquarium.

ESL Note: Ask students if they or anyone they know has ever had fish as pets. Encourage discussion about what kind of fish they had and where they lived.



DURING READING

Tell students to read the text independently, thinking about the purpose that has been set. Observe students’ tracking of text (should be mainly with their eyes rather than a finger), fluency (word by word, two or three words at a time, or appropriate phrasing), and ability to use strategies.

Once students have read page 8, check their ability to sequence by asking, *What was the first thing Dominic and his dad did to set up the aquarium? What did they do next?*

If some students finish reading early, ask them to reread to find words or phrases that tell what Dominic and his dad did to set up the aquarium.



AFTER READING

Predicting

Return to the predictions students made before reading the book about what would happen in the story. How close were these predictions?

Sequencing

Discuss with students the sequence of events in the story and the steps to set up an aquarium. You might say, *Tell me what happened first in the story. What happened then? What happened next? How did the story end?*

Making connections: text to self

Have students think of things they do every day that can be broken down into steps (e.g., getting ready for school, getting ready for bed). Have them describe the steps in order by asking, *What do you do first? What do you do next?*

Word solving and building

Ask students what strategies they used when they came to a word they were unsure of. Add comments from your observations if appropriate, for example, *I noticed that when Bryna came to a challenging word, she covered up the ending and read the root word first. Then she uncovered the ending and read that. Then she put the two parts together. That's one strategy that good readers use.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Setting Up an Aquarium

Synthesizing

Invite a parent, scientist, or resident expert to visit the class to guide students through the process of setting up an aquarium in the classroom.

Teaching Tip: If a digital camera is available, record the process of setting up the aquarium. These photos can be used in the following activity.

Sequencing

Making a How-to Booklet

Have students work in groups to create a booklet with written directions and illustrations on how to set up an aquarium. Students can either use the photos taken from the previous activity or draw their own pictures.

Evaluating/sequencing

Drawing the Steps

Hand out the BLM to each student. Have them draw the steps of setting up an aquarium. Have them compare their drawings with those of a partner to see the similarities and differences.

How to Set Up an Aquarium

Name: _____

First	
Then	
Next	
Finally	