

About the Book

Text Type: Nonfiction/Descriptive Page Count: 12 Word Count: 185

Book Summary

This book describes the types of animals that live in an Alaskan coast touch tank. Students will have the opportunity to compare and contrast invertebrates that live along the coast of Alaska. Detailed, supportive photographs and repetitive phrases support early readers.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Compare and contrast
- Segment syllables
- Discriminate initial and final consonant digraph *sh*
- Recognize and use verbs
- Recognize and use high-frequency word *this*

Materials

Green text indicates resources available on the website

- Book—*At a Touch Tank* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, consonant digraph *sh*, verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *live, many, them, they, this, when*
- Content words: *Alaska, anemones, gently, sea cucumber, sea stars, tentacles, touch tank*

Before Reading

Build Background

- Write the phrase *touch tank* on the board and point to it as you read it aloud to students. Repeat the process and have students say the phrase aloud.
- Ask students what they think a touch tank might be. Have them identify animals they might see in a touch tank.
- Create a KWL chart with students on the board or on chart paper. Explain to students that the *K* stands for what they already know about a topic, the *W* stands for what they want to know about a topic, and the *L* stands for what they learned about a topic. Ask students to name some of the things they already know about animals in touch tanks. List the information in the Know (*K*) column of the chart.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *At a Touch Tank*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Write the following repetitive sentence on the board: ____ *live in this touch tank*. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that asking questions about a topic before and during reading, and then looking for the answers while reading, will help them understand and remember what they read.
- Model asking questions.
Think-aloud: The title of the book is At a Touch Tank. As I look through the book and look at the pictures, I think the book will tell about the kinds of animals that live in a touch tank. I'm not sure what kinds of animals might live in a touch tank, so I'll write that question on my KWL chart: What kinds of animals live in a touch tank? I'll have to read the book to find out.
- Ask students to share any questions they have about touch tanks, based on the covers and a quick picture-walk. Add their questions to the *W* column of the KWL chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to understand and organize new information in a book is to explain how objects are alike and different. Write the words *compare* and *contrast* on the board. Point out that explaining how things are alike is called *comparing*, and explaining how things are different is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast* on the board.
- Draw a Venn diagram on the board. Label the left side *Fish* and the right side *Duck*.
- Model how to compare and contrast a fish and a duck.
Think-aloud: I can compare and contrast a fish and a duck. I know that a fish has scales, but a duck has feathers. I will write scales on the Venn diagram under the Fish heading and feathers under the Duck heading to show one way these two objects are different. I know that a fish and a duck are both animals. I will write animals on the diagram where the circles overlap to show one way these two are the same.
- Invite students to suggest other ways that a fish and a duck are the same and different. Write student responses on the Venn diagram under the appropriate headings.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *This touch tank has animals from the coast of Alaska. The water is very cold.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *ocean* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows animals that live in the sea. When I look at the first part of the word, it starts with /o/. However, the word sea starts with the /s/ sound, so this can't be the word. I know that another word for sea is ocean. The word ocean starts with the /o/ sound. I also hear the /n/ sound at the end of the word. The sentence makes sense with this word. The word must be ocean.*

Set the Purpose

- Have students think about what they already know about animals that live in a touch tank to help them read the book. Remind them to think about how the animals are alike and different as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 7, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - **Model asking and answering questions.**
Think-aloud: On page 4, I see the boy putting his fingers in the water to touch the animals. I know that there are many types of animals in the touch tank. I wonder what different types of animals might feel like when the boy touches them. I will add this question to the KWL chart: What will each animal feel like? I think that if I continue to read the book, I will be able to answer the questions on the chart.
 - Invite students to share questions they had while reading, and add them to the KWL chart.
 - Draw a Venn diagram on the board. Label the left side *Sea Star* and the right side *Anemone*. Have students identify things that are alike and different about these two animals from what they read in the book. (The sea star is red, and the anemone is pale pink.) Write this information on the Venn diagram.
 - **Check for understanding:** Have students read to the end of page 11. Encourage them to share questions they asked or answered as they read. Add questions and answers to the KWL chart on the board. (Accept all answers that show students know how to ask and answer questions as they read.)
 - Have student pairs discuss how a sea urchin and sea cucumber are alike and different. Have them draw a Venn diagram on a separate piece of paper and write the information from their discussion on their diagram.
 - Have students read the remainder of the book.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** When I read page 12, I thought about the touch tank and all of the animals I read about in the book. I learned that to keep the animals safe, I should only touch them gently with two fingers. If people pulled or poked the animals, they might hurt them.
- Review the questions on the KWL chart and discuss the answers gathered while reading. Record the answers in the Learned (L) column of the chart. Be sure to discuss the fact that not all questions are necessarily answered, and further reading on the subject might be needed.
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Review the meanings of *compare* and *contrast*, as well as the Venn diagrams created earlier in the lesson.

- **Independent practice:** Introduce, explain, and have students complete the **compare-and-contrast worksheet**. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some of the animals that live along the coast of Alaska. Now that you know this information, why do you think touch tanks are important?

Build Skills


Phonological Awareness: **Segment syllables**

- Tell students that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *Alaska*. Clap each time you say a syllable (3 claps).
- **Check for understanding:** Say the following words, one at a time, and have students clap the syllables and tell how many syllables are in each word: *sea, ocean, tentacles, gently, touch, animals, tank, urchin*.


Phonics: **Identify initial and final consonant digraph sh**

- Write the words *shrimp* and *fish* on the board and say them aloud with students.
- Have students say the /sh/ sound aloud. Then run your finger under the letters in the words as students say each whole word aloud. Ask students which two letters together stand for the /sh/ sound in the words *shrimp* and *fish*.
- **Check for understanding:** Write the following words that begin or end with the /sh/ sound on the board, leaving off the initial or final digraph: *she, dish, push, shell*. Say each word, one at a time, and have volunteers come to the board and add the initial or final *sh* digraph in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the **consonant digraph sh worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Verbs**

- Review or explain that some words name actions. These words are called *verbs*. Have students name action words they know and then act them out.
- Have students turn to page 5 in their book. Read the last sentence aloud together. Ask students to name the word that identifies an action (*eat*).
- Write the following sentence on the board: *The animals move when I touch them*. Have a volunteer come to the board and underline the verbs in the sentence (*move, touch*). Ask another volunteer to act out the underlined verbs.
-  **Check for understanding:** Have students turn to page 12 and underline all the verbs in the first sentence. Have them act out the verbs with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their responses.

Word Work: **High-frequency word this**

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *this* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *this* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Read the first sentence on page 3 aloud to students. Point to the word *this*. Explain that the word *this* is often used to explain which object someone is talking about. Have students use the word *this* in oral sentences with a partner.
-  **Check for understanding:** Have students locate and highlight every occurrence of the word *this* in the book. Have them write the word on a separate piece of paper several times. Then have each student use the word *this* in an oral sentence.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them share how two of the animals from the book are alike and different with someone at home.

Extend the Reading

Descriptive Writing and Art Connection

Provide students with books about and pictures of ocean animals other than the ones in the book. Have them choose one animal and illustrate it. Under their picture, have students write several descriptive sentences telling about the ocean animal they chose.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Social Studies Connection

Work with students to locate Alaska on a map and discuss the climate of this area. Locate other places that are close to oceans. Discuss how the climate in one area might be different from the climate in other areas. Have students share how the climate affects the types of animals that live in a certain area.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently ask and answer questions to understand text
- accurately compare and contrast animals during discussion and on a worksheet
- accurately segment one-, two-, and three-syllable words during discussion
- identify and discriminate the initial and final /sh/ sound during discussion and on a worksheet
- correctly understand and use verbs during discussion and on a worksheet
- correctly use and write high-frequency word *this*

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)