

# THE TOY AND THE TIDE POOL

## READING ACTIVITIES

### LESSON OVERVIEW

Use these pre-, during-, and post-reading activities to help students engage with the concepts and characters in *The Toy and the Tide Pool*.

### PRE-READING: UNDERSTANDING VOCABULARY

Understanding the vocabulary is essential in teaching students how to read. Help your students understand the meaning of each word listed below and use each in a sentence.

- rumbled
- ripples
- puddle
- temperatures
- water level
- reflected
- tide

### PRE-READING: BUILDING BACKGROUND KNOWLEDGE

Before reading *The Toy and the Tide Pool*, it is important to set the students up for success with pre-reading strategies. These strategies will help them build vocabulary development and increase reading comprehension.

- **Make predictions.**
  - Look at the cover and read the title. Have the students make predictions on what the story will be about. Have them reference words or images to support their prediction.
  - Have the student read the first sentence of the book to you or a partner. Then ask them to make predictions on what they think the book will be about.
- **Take a picture walk.**
  - Picture walks pique a child's interest. Slowly flip through the book and look only at the pictures.
  - Ask the students about the pictures, allowing them to make inferences about what they see.
- **Think-Pair-Share.**
  - This activity allows students to share what they already know about the topic and build their communication skills with their classmates.
  - Have each student think about the topic on his or her own.
  - Pair students together to share what they know with a partner.
  - Have students share what they know with the class.

## DURING READING

During your reading of the book it is important to model how good readers think. Good readers think about what they read and make connections. The best way to model this is by encouraging and generating discussions about the story. These strategies will help you model during your reading.

- **Think aloud** - This strategy allows you to model how good readers think about reading. You can do this by connecting the book to your own life experiences, connecting the book to other books you have read, or by connecting the book to a large world concept.
- **Mind pictures** - During the story, stop after reading a few sentences that contain descriptive language. Share the picture that was created in your mind. Talk about how the words used helped you create that picture. Discuss how the pictures in our minds help us understand what is going on in the story. Ask students what image they had in their minds.
- **Story sequence** - As you read the story, pause and discuss what has happened so far. Ask students to help you organize the events of the story and use transitional words such as first, then, next, etc. This modeling helps them comprehend what has been read so far and develops the ability to sequence events and retell the story.

## POST-READING

After reading a story you want to see what students have comprehended. Asking a variety of comprehension questions helps you check the level of mastery. Continue to build on the learning by extending into other areas such as art, writing, speaking, or other content related activities.

After reading *The Toy and the Tide Pool*, have students answer the following questions to check for understanding of the reading. Then further the discussion with the extension activities below.

- Explain why Bear was concerned when the water level started to rise.
- What are some of the creatures that live in a tide pool?
- Have you ever been to the beach? What do waves do?
- What are some ways you can stay safe at the beach?
- How can creatures change to survive living in different places?