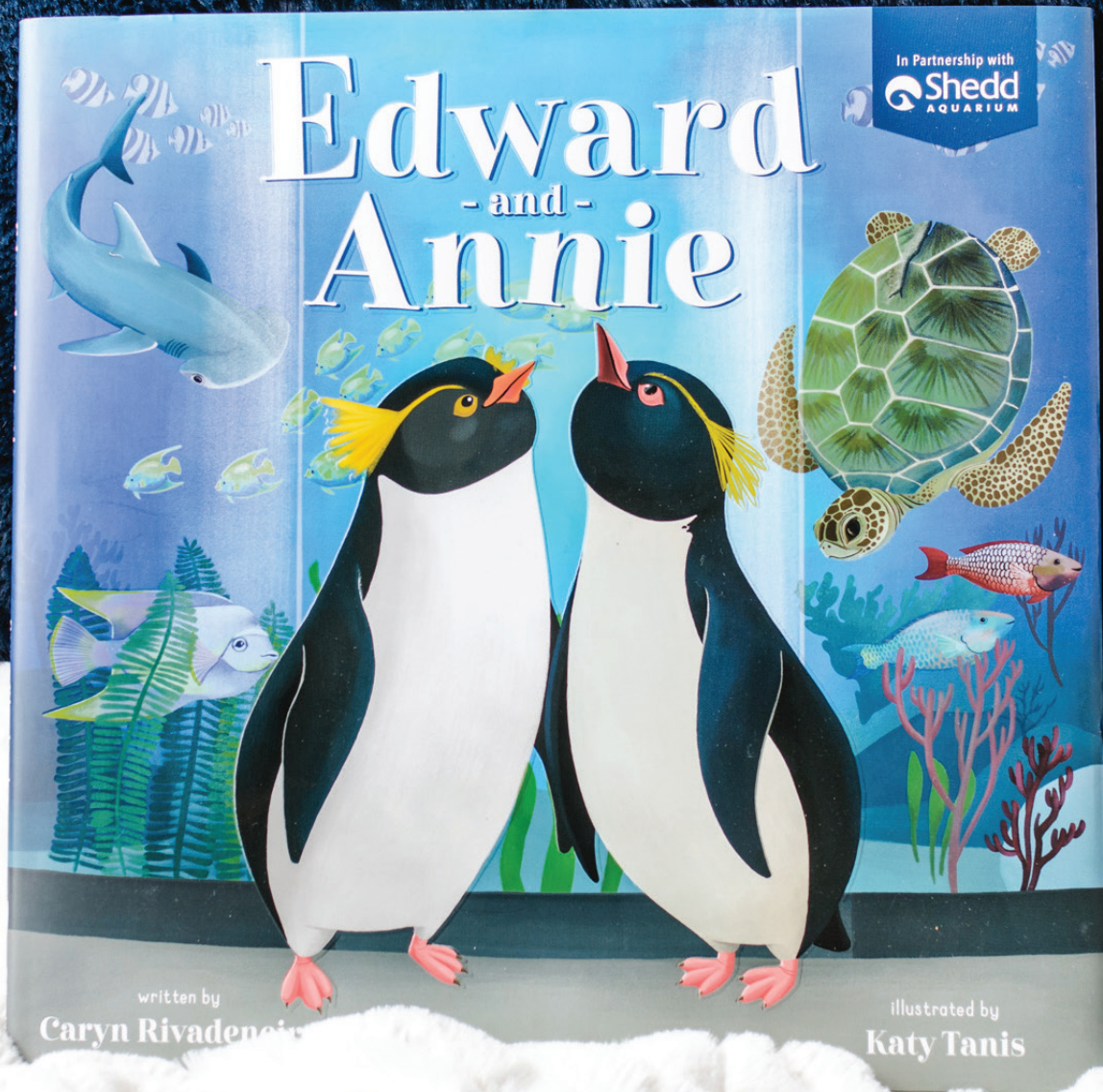


Educator's Guide



Title: Edward & Annie

Author: Caryn Rivadeneira

(Genre: Fiction) Lexile: 610-800L

Suggested Grade Level	Second and Third Grade
Enduring Understanding	<ul style="list-style-type: none">• All creatures are unique and different.• Shedd helps keep animals healthy and safe at the Aquarium and in nature.
Essential Questions	<ol style="list-style-type: none">1. What types of habitats are represented at Shedd Aquarium?2. How does being different create a positive environment?


Task 1

Standard Strand	Reading Informational
Standard Category	Key Idea and Details
Task 1 Objectives	<ul style="list-style-type: none">Students will use the text to create an informational brochure about Shedd Aquarium and the resources they have to offer.
Task 1	<p>Students will use the brochure template to create an informational brochure about Shedd Aquarium based on the information they read in the text.</p> <p>Directions:</p> <ol style="list-style-type: none">Students will read the text. As they read they will highlight information they feel would be important for people who are interested in going to Shedd Aquarium.Once information is found, students will begin to design their brochure.Students will illustrate their information and enter it on the brochure template.

Name:



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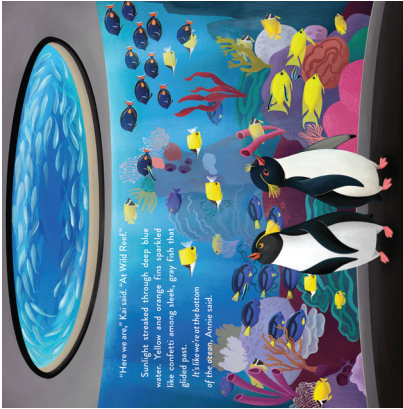
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Task 2

Standard Strand	Reading Literature
Standard Category	Craft and Structure Integration of Knowledge and Ideas
Task 2 Objectives	<ul style="list-style-type: none">• Students will use the words and phrases presented within the text as an example of how to use descriptive words to aid in the story's meaning.• Students will compare the words used to describe the illustrations and the illustrations themselves.• Students will explain how illustrations in a text contribute to what is conveyed by the words.
Task 2	<p>Show students examples of descriptive writing throughout the text. The author does a good job of providing many examples.</p> <p>Directions:</p> <ol style="list-style-type: none">1. Use the graphic organizer to analyze the words used to describe the animals in the illustrations.2. In picture one and two, students will look at the illustration, read the text, then write a meaning or purpose for the description.3. In picture three students will look at the illustration, identify the description written by the author, then write the meaning or purpose.4. In the last part of the task, students will identify one animal from the text that is not described.5. Students will find a picture of the animal on the internet (or the teacher can print out copies of some of the animals) then write a description of the animal in the description part of the sheet.6. Students will then use the description they wrote to draw an illustration of the animal.

Name: _____

Illustration	Author's Words	Meaning
 <p>"Here we are," Kai said. "At Wild Reef." Sunlight streaked through deep blue water. Yellow and orange fins sparkled like confetti among sleek, gray fish that glided past. "It's like we're at the bottom of the ocean," Annie said.</p>	<p>"Here we are," Kai said. "At Wild Reef." Sunlight streaked through deep blue water. Yellow and orange fins sparkled like confetti among sleek, gray fish that glided past. "It's like we're at the bottom of the ocean," Annie said.</p>	
 <p>Kai and Edward found themselves staring at the giant of the pool. Giant arapaima slid past. Their scales glinted silver and red. A person Annie didn't recognize lowered a pole into the water. The arapaima nosed the end of the pole. Then the person tossed a piece of fish. The arapaima opened his mouth so fast that it made a loud pop as he snapped up the food. Their person makes mealtime fun too! Annie thought.</p>	<p>Kai and Edward found themselves staring at the giant of the pool. Giant arapaima slid past. Their scales glinted silver and red. A person Annie didn't recognize lowered a pole into the water. The arapaima nosed the end of the pole. Then the person tossed a piece of fish. The arapaima opened his mouth so fast that it made a loud pop as he snapped up the food. Their person makes mealtime fun too! Annie thought.</p>	
 <p>"Here we are," Kai said. "At Wild Reef." Sunlight streaked through deep blue water. Yellow and orange fins sparkled like confetti among sleek, gray fish that glided past. "It's like we're at the bottom of the ocean," Annie said.</p>		

Name: _____

Animal:

Picture:

Description:

Task 3

Standard Strand	Writing Standards
Standard Category	Research to Build and Present Knowledge
Task 3 Objectives	<ul style="list-style-type: none"> • Students will participate in shared research and writing projects, such as exploring a number of books on a single topic. • Students will conduct short research projects that build general knowledge about a topic.
Task 3	<p>Students will use the graphic organizer to research information about animal habitats and ecosystems presented in the texts. Younger or lower-level students can complete this activity as a group or in pairs. Teachers have the option of assigning one habitat, animal, or ecosystem discussed in the text or they can do them all. This would make a great presentation task for students to tie in speaking and listening standards.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Have students use the directions on the foldable paper to create their foldable graphic organizer for their research. 2. Use the website https://www.sheddaquarium.org/exhibits/ and the text to gather information around these four sample topics, topics or questions of your own, or a combination. <div> <div> <p>Sample Topics:</p> <ol style="list-style-type: none"> 1. Animals that live here 2. Food animals eat 3. Ecosystem/habitat information 4. Location on the planet 5. Other important information </div> <div> <p>Ecosystems:</p> <ol style="list-style-type: none"> 1. Wild Reef 2. Caribbean Reef 3. Arctic 4. Amazon 5. Island and Lakes 6. Ocean 7. Rivers </div> </div>

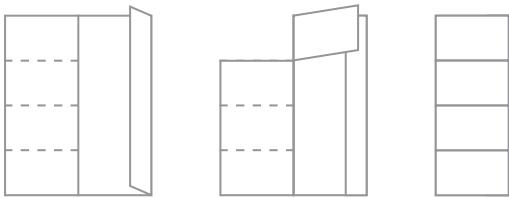
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Directions:

Cut out exterior rectangle

Fold on solid lines

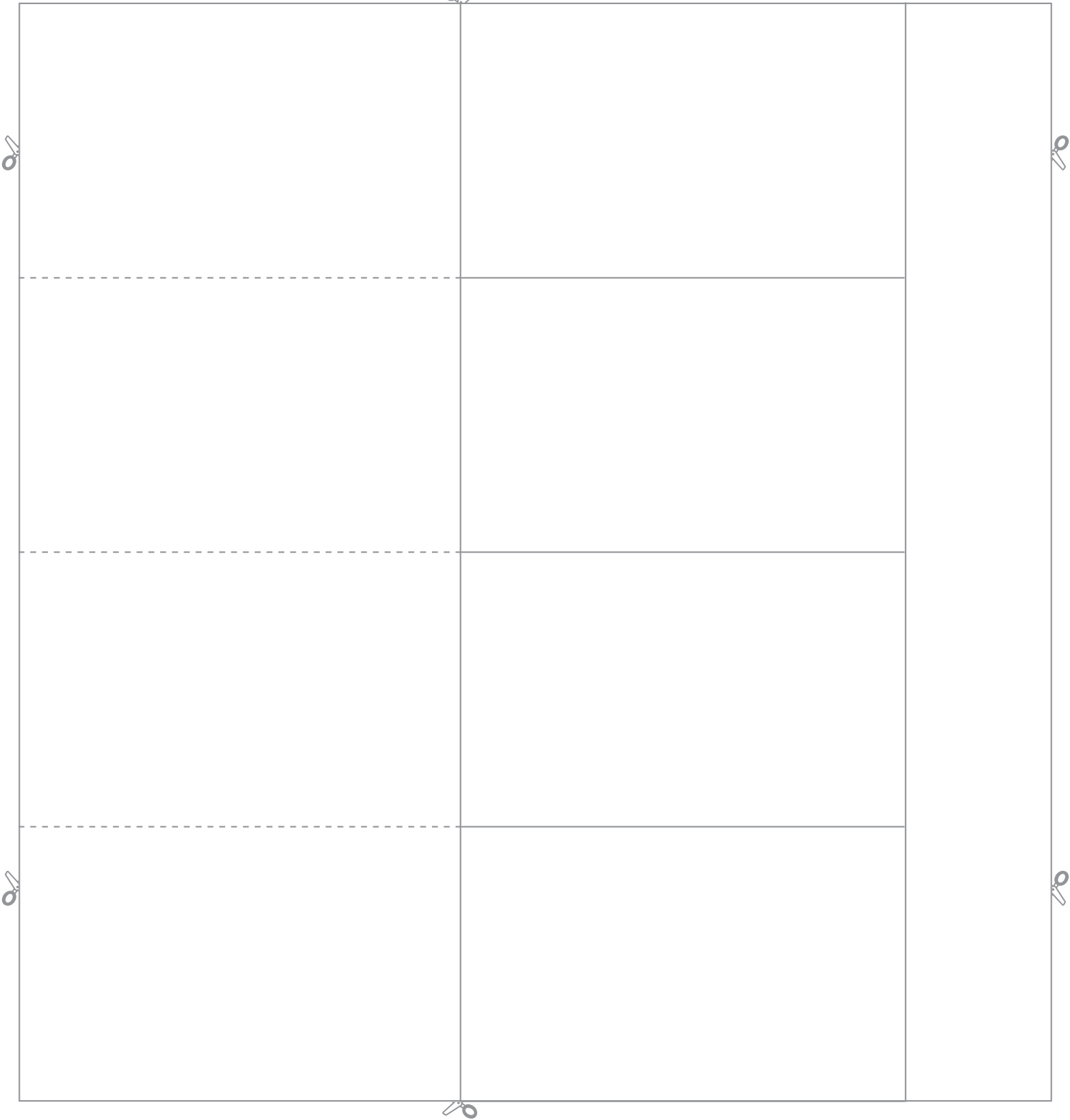
Cut on dotted lines



Folds right

Center of organizer

Folds left



Task 4

Standard Strand	Reading Informational Text Writing
Standard Category	Key Idea and Details Range of Writing
Task 4 Objectives	<ul style="list-style-type: none"> • Students will recall information from experiences or gather information from provided sources to answer a question. • Students will, with guidance and support from adults, engage routinely in writing activities to promote writing fluency. • Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
Task 4	<p>Students will use the writing pages to answer questions about the text using supporting evidence they find. Teachers may choose to have students answer all or some of the sample short answer writing prompts.</p> <p>Possible writing prompts:</p> <ol style="list-style-type: none"> 1. Why are the caretakers at the aquarium so important to the animals? 2. From the start of the story Annie, the rockhopper penguin, noticed something was different with the aquarium in which she lived. What things did she notice throughout the story that were different? 3. Why are Annie and Edward the only animals that get to go exploring in the aquarium? 4. Does Shedd Aquarium do a good job of rescuing animals? Is it important to rescue animals? 5. What lesson can we learn from Annie and Edward and their adventure in Shedd Aquarium? 6. Identify three things we can learn by visiting Shedd Aquarium. 7. Compare and contrast the different ecosystems we have read about in the text. 8. How does Edward help Annie figure out that differences can be normal or a positive thing to experience?

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