

# What's in the Water?

## MY GOALS



### UNIT 1

- Read the story  
*A Visit to the Aquarium*
- Identify the point of view



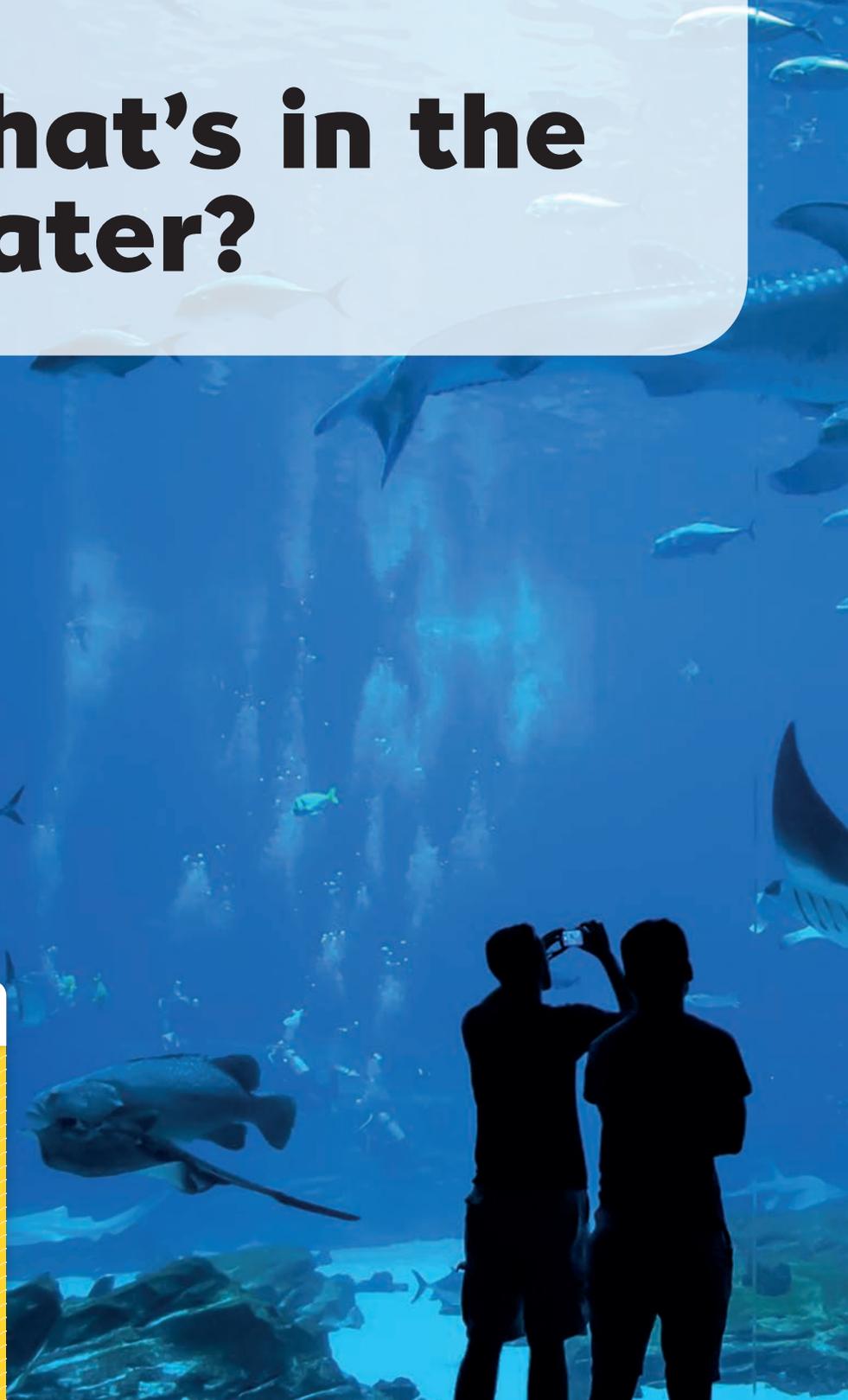
### UNIT 2

- Read the article  
*Interview with a Shark Photographer*
- Make inferences



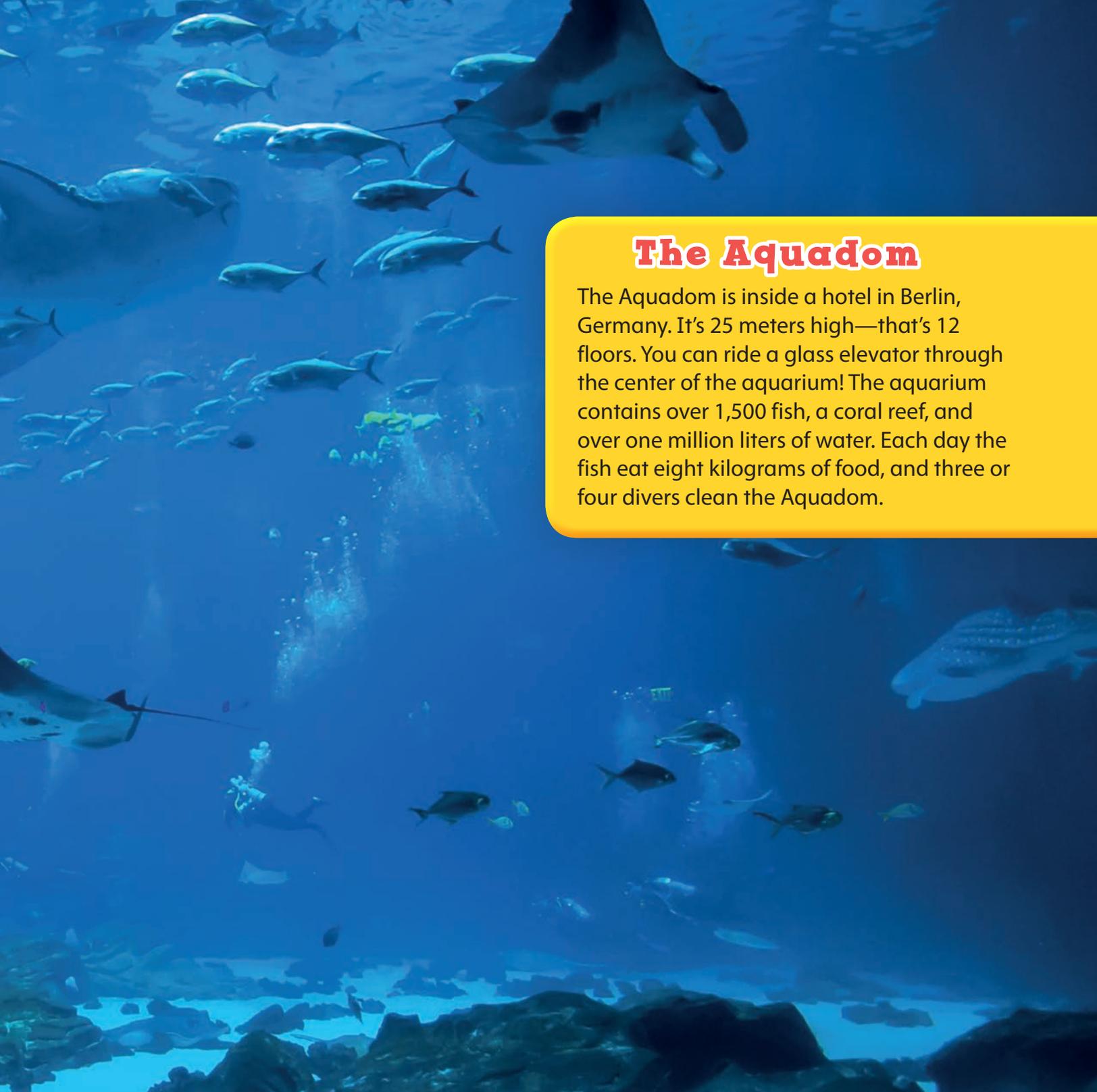
### WRITE

- Write a detailed description



**A** Look at the picture.

1. What do you see? What's happening?
2. What do you see at aquariums?

A vibrant underwater scene featuring a large school of silver fish, several rays, and a diver with a yellow tank and blue gear swimming near the bottom. The water is a deep, clear blue.

## The Aquadom

The Aquadom is inside a hotel in Berlin, Germany. It's 25 meters high—that's 12 floors. You can ride a glass elevator through the center of the aquarium! The aquarium contains over 1,500 fish, a coral reef, and over one million liters of water. Each day the fish eat eight kilograms of food, and three or four divers clean the Aquadom.

### **B** Read the text.

1. Where is the Aquadom?
2. What can you see in the Aquadom?
3. Why are there divers in the Aquadom?



### **Think, Pair, Share**

What would you do at an aquarium?

## Read

## READING GOAL: Identify the Point of View

A narrator tells the story and has a point of view. A first person point of view uses *I, me, we,* and *us* in the story. This narrator is a main character. A narrator with a third person point of view tells the story but is not part of the story.

## Get Ready

**A** Read the sentences below. What is the point of view? Choose the correct answer.

- Olivia doesn't like swimming.
  - a. first person
  - b. third person
- We went to the museum with Emma and Lou on Saturday.
  - a. first person
  - b. third person

**B** Find the **key words** in the text. Look up the words you don't know in your dictionary.

**C** Read and listen to the story *A Visit to the Aquarium*.  2

# A Visit to the Aquarium

by Olivia Kim

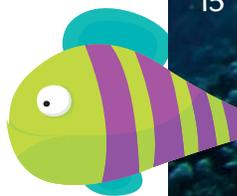
My family and I went to the aquarium last weekend. It's a big aquarium and we walked around for hours. We saw many different types of fish and other sea animals.

5 My dad liked the **octopus** the best. He said they're **interesting** animals because they can change color to match their surroundings. I read that they're very smart animals, too. My brother Ben said the **squid** was more interesting than the octopus because it can swim faster. I agree with my dad, though. I think the octopus is more interesting than the squid because of the way it changes colors.

10 I think I liked the special **exhibit** about **jellyfish** the best. Jellyfish are really **amazing** animals. They push water very fast out of their mouths. This is how they move around!

15 Jellyfish eat fish and almost anything else they find, but not plants. They sting their food before eating it. They also sting if they feel like they're in danger. So it's important not to swim near jellyfish, because they can sting if you touch them.

20





In the aquarium, the jellyfish were peaceful to watch because they move slowly. Many jellyfish are clear, but others are beautiful colors, like pink and blue.

At first, Ben said the jellyfish were **boring**. But then a **sea turtle** swam by and ate one of the jellyfish! Ben really liked that. I felt sad for the jellyfish. I think my brother liked this part of our visit a lot more than I did.

Who is telling the story? Is it first person or third person **point of view**? Underline the words that show you.



25

### WHAT CAN YOU DO? Color the stars.

I can read the story and identify the point of view. ★★☆☆

I can understand all the key words. ★☆☆☆

#### KEY

- ★ I need help.
- ★★ I can do this a little.
- ★★★ I can do this well.

# Understand



## Remember!

The narrator tells the story and has a **point of view**. It can be first person or third person point of view.

**A** Think about the point of view. Answer the questions and discuss with the class.

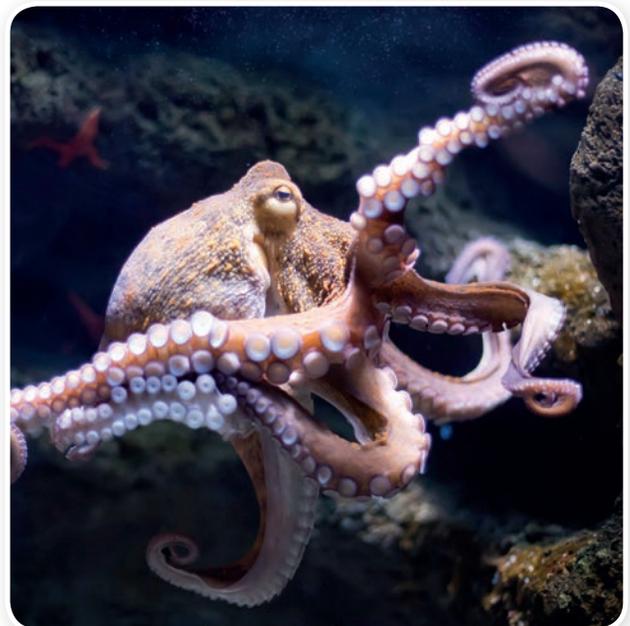
1. Who told the story?
2. What words helped you know who told the story?
3. Is the point of view first person or third person?
4. How would the story change with a different point of view?

**B** Choose the correct answer.

1. Where did Olivia and her family go?  
 a. to the sea  
 b. for a walk  
 c. to an aquarium  
 d. fishing
2. What did Olivia like best?  
 a. the octopus  
 b. the jellyfish  
 c. the squid  
 d. the sea turtle
3. What did Ben say was more interesting than the octopus?  
 a. being scared  
 b. the squid  
 c. an aquarium  
 d. the jellyfish
4. What did Ben say about the jellyfish?  
 a. they were scary  
 b. not to swim near them  
 c. they change colors  
 d. they were boring

**C** Ask and answer the questions with a partner.

1. Which sea animals did Olivia and her family like best? Why?
2. When do jellyfish sting? Do you know other sea animals that sting?
3. Which sea animals do you think are the most interesting? Why?
4. Would you like to go to an aquarium? Why or why not?



**D** Complete the sentences.

~~amazing~~ boring exhibit interesting jellyfish octopus sea turtle squid

You can see lots of sea animals at the aquarium. I think the most (1) amazing animal was the (2) \_\_\_\_\_. It has eight legs and can change colors! My friends like the (3) \_\_\_\_\_ better because it can swim faster.

There is an (4) \_\_\_\_\_ about the (5) \_\_\_\_\_ that tells all about these beautiful animals.

My friend said the aquarium was (6) \_\_\_\_\_ but he didn't see the (7) \_\_\_\_\_ eat the jellyfish. That was amazing too.

I think the aquarium is an (8) \_\_\_\_\_ place to visit.

**E** Read and complete the sentences with one, two, or three words.

**A Family Trip**

Ken's family went to the city last Saturday. They went to a museum and saw an exhibit about the first cars that were made. Ken said the exhibit was boring. But his sister Sally said it was interesting. Then the family went to the park in the center of the city. There's a lake in the park. Ken's dad went fishing in the lake, but he didn't catch any fish. Ken and Sally took a boat ride around the lake. Ken said that he liked that best. Then the family ate at a restaurant. They tried a special dish. It was jellyfish salad! Sally said it was amazing.



1. The family went on a trip to the city.
2. Ken didn't like the \_\_\_\_\_ about cars in the museum.
3. Ken's favorite part of the trip was the \_\_\_\_\_
4. This story is told from a \_\_\_\_\_ point of view.

**WHAT CAN YOU DO?** Color the stars.

I can identify the point of view and use it to know who is telling the story. ★★

**KEY**



- I need help.
- I can do this a little.
- I can do this well.



# Reading Check

**Remember!**

Identify the **point of view** to know who is telling the story. Make **inferences** while you read.



**A** Read and listen.  

## The Green Sea Turtles

Paul and his younger sister, Mia, went to the aquarium. They watched the green sea turtles swimming.

Paul read the sign, "Green sea turtles can live for 80 years."

"Eighty years! That's amazing! That's older than Grandpa," said Mia. She didn't know anyone that old.

Paul said, "Listen to this. 'Green sea turtles make nests on beaches. They lay their eggs in the nests. But the turtles are in trouble. The ocean is becoming too warm.'"

Mia said she was bored.

Paul said, "Mia, listen! 'When the ocean warms, the turtle eggs get warmer, too. Warm turtle eggs turn into girl turtles and cool turtle eggs turn into boy turtles!'"

"So what?" asked Mia.

"Well, it's not good to have too many girl turtles and not enough boy turtles!"

"I hope the ocean doesn't get too warm!" said Mia.



**B** Read the text again. Then choose the correct answer.

1. You want to know if Paul, Mia, or someone else is telling the story. What should you do?

- a. identify the point of view
- b. make inferences

2. When your own knowledge of sea animals helps you understand this story, what are you doing?

- a. identifying the point of view
- b. making inferences

**C** Answer the questions and discuss your answers with the class.

1. Who's telling the story? How do you know?
2. How interested are Paul and Mia in green sea turtles? How do you know? Make an inference.

**D** Complete the sentences.

1. It's \_\_\_\_\_ how long old sea turtles can live.  
 a. scared       b. boring  
 c. amazing       d. older
2. Green sea turtles keep their \_\_\_\_\_ in nests.  
 a. age       b. grandpas  
 c. beaches       d. eggs
3. Boy turtles come from \_\_\_\_\_ eggs.  
 a. bored       b. amazing  
 c. cool       d. warm
4. The number of boy and girl turtles should be \_\_\_\_\_.  
 a. warm.       b. more girls.  
 c. more boys.       d. the same.

**E** Discuss with a partner.

1. What does Paul find interesting about green sea turtles?
2. How would the story be different if it were written by Paul? Or by Mia?
3. When you go places with your friends, do you like the same things or different things?

**F** Choose the best word.

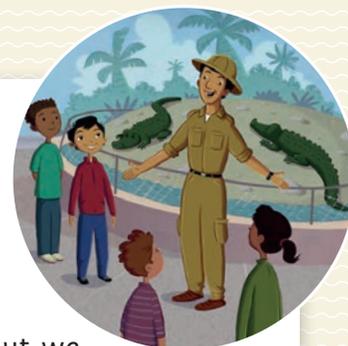
Hey Zack,

I took a tour at a reptile farm. I was surprised, because I thought I would like the water snakes best, but I didn't. In fact, I thought they were really (1. **bored** / **boring**).

But the crocodiles were very (2. **interesting** / **tired**)! They're kind of (3. **scary** / **scared**), too. They spend most of their time in the water, but we saw some come up on land. You won't believe this, but when crocodile eggs get warmer, more girl crocodiles are born! Isn't that (4. **amazing** / **amazed**)?

I'm (5. **tired** / **interested**), so I can't write any more tonight. Tomorrow I'll tell you about other reptiles that we saw, like snakes! See you at school.

Sam



**WHAT CAN YOU DO?** Color the stars.

I can identify the point of view. ★★☆☆

I can make inferences. ★★☆☆

**KEY**

- ★ I need help.  
★★ I can do this a little.  
★★★ I can do this well.

# Get Ready to Write

## WRITING GOAL: Write a Detailed Description

A detailed description can help a reader imagine a place. When you write about a place, include details about what the place is, where it is, who is there, why they are there, and when things happen.

**A** Read the description. Underline the sequencers.



### Writing Tip

Words like *first*, *next*, *then*, and *finally* are sequencers. They show the order of events in a text.

Introduction of place

Last Friday, my class visited a special animal hospital just for sea animals. The doctors and nurses there help the animals get better when they're sick or hurt.

Details

First, we went to a big room that had medical tools and large tables for the animals. We saw seals that had cuts on their skin. My friend Kate said it was interesting to see the nurses put medicine on the seals.

Next, we went to an outdoor pool where we saw a doctor feeding a shark that was hurt. My friend Bill, who loves sharks, thought this was amazing, but I was a little scared.

Then we saw a sea turtle. It was sick because it ate a plastic bag. It's getting better and will go back to the ocean soon.

Finally, we saw some baby penguins, which was my favorite part of the visit. They lost their mother and the nurses were taking care of them.



**B** Discuss the questions with a partner.

1. How did the writer begin her description?
2. What did the class see at the sea animal hospital?
3. Why was the sea turtle sick?
4. What did the writer like best about the visit?

# Write

**C** Think about a place you've visited. Describe it. Complete the chart.

**Visit**

<b>Where</b> _____	<b>When</b> _____
<b>Description</b> _____	
<b>What I saw</b> _____ _____	<b>What I thought</b> _____ _____

**D** Write about your visit. Use your words from **C**. Choose new words, too.

1. What was something you saw or did?

\_\_\_\_\_

2. What did you think about it?

\_\_\_\_\_

3. What was interesting about your visit?

\_\_\_\_\_

4. What was exciting about your visit?

\_\_\_\_\_

5. What did you like the best?

\_\_\_\_\_



Now write a description of your visit.



**WHAT CAN YOU DO?** Color the stars.

I can write a detailed description.



I can use sequencers to show the order of events.



**KEY**



I need help.

I can do this a little.

I can do this well.