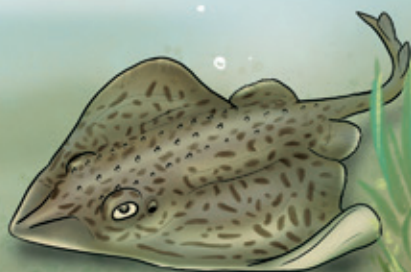


Learn about frogs, fish, turtles, sharks, and skates!



THE **BIG** **AQUARIUM** ADVENTURE



By Nancy Roop

Illustrations by Mariana Boune





Learn about frogs, fish,
turtles, sharks, and skates!



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Illustrations by Mariana Boune



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ALEX'S QUESTIONS

CHAPTER PREVIEW

1.  Keywords
2.  Pause and Think Ahead
3.  The Interview
4.  Pause and Think Back



Alex talks with his friend, Stephen, after school.



Alex
5th Grade
Likes to ask questions



Jordan
5th Grade
Likes to do research projects



Stephen
4th Grade
Likes frogs: real ones and toys



KEYWORDS

These words are important in this chapter. If they are new to you, the definitions are in the glossary on pages 94–95.

aquarium

habitat

interview

overwhelmed

prediction

predator

reporter

vacation



PAUSE AND THINK AHEAD

Think about the title, keywords, and pictures. Ask yourself these questions:

- ✓ Have I been to an aquarium?
- ✓ What animals might live in an aquarium?



- ✓ Make a prediction, or guess, about this chapter.

THE INTERVIEW



Hey Stephen! What's going on?



Hi Alex! Not too much. I'm just looking at some vacation pictures. I went to an aquarium. It was awesome!





Wow, that sounds great! I really like to ask questions—just like a reporter. Can I interview you?



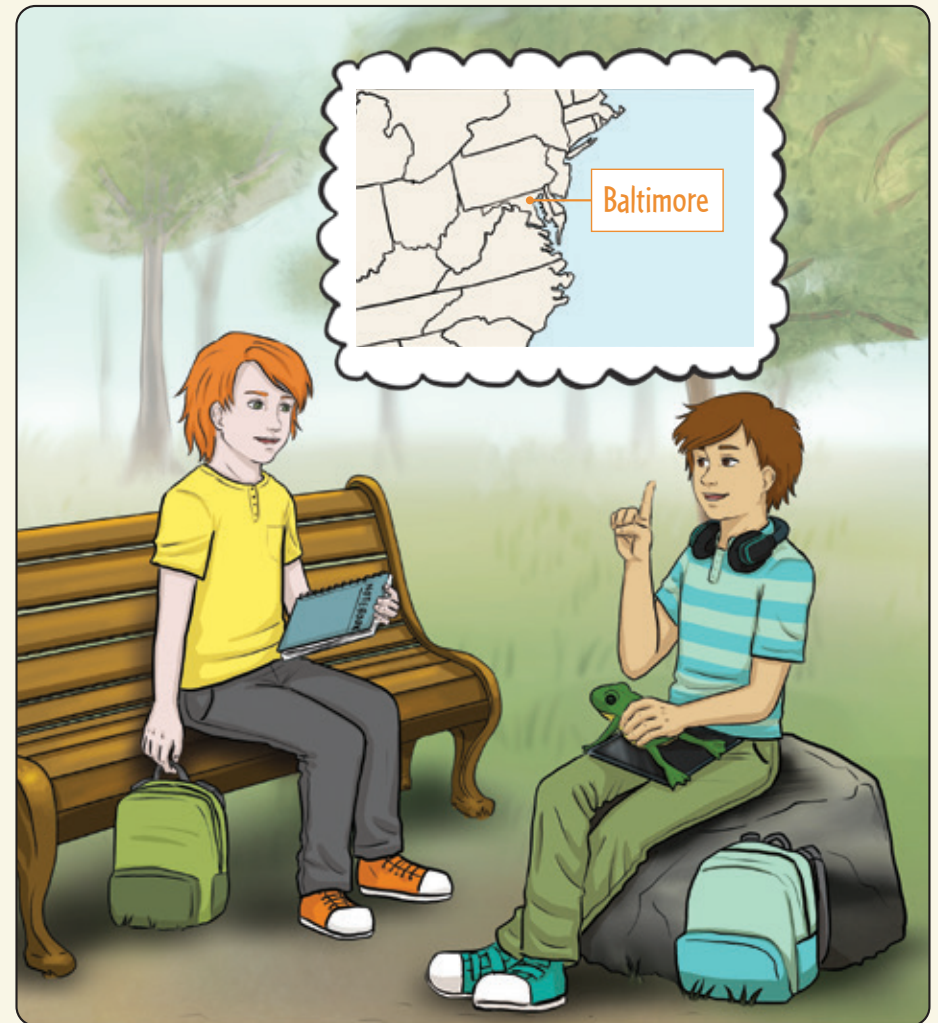
Yes, Alex. I know you like to ask questions. I guess it's okay. Ask away!



Okay, let's start. Where did your family go on vacation?



We went to Baltimore, Maryland.





That sounds nice. Did you visit The Big Aquarium?



Yeah, we did.



Were the fish tanks big like a truck, or were they small like a TV?



Oh, they were big...like a semi-truck!

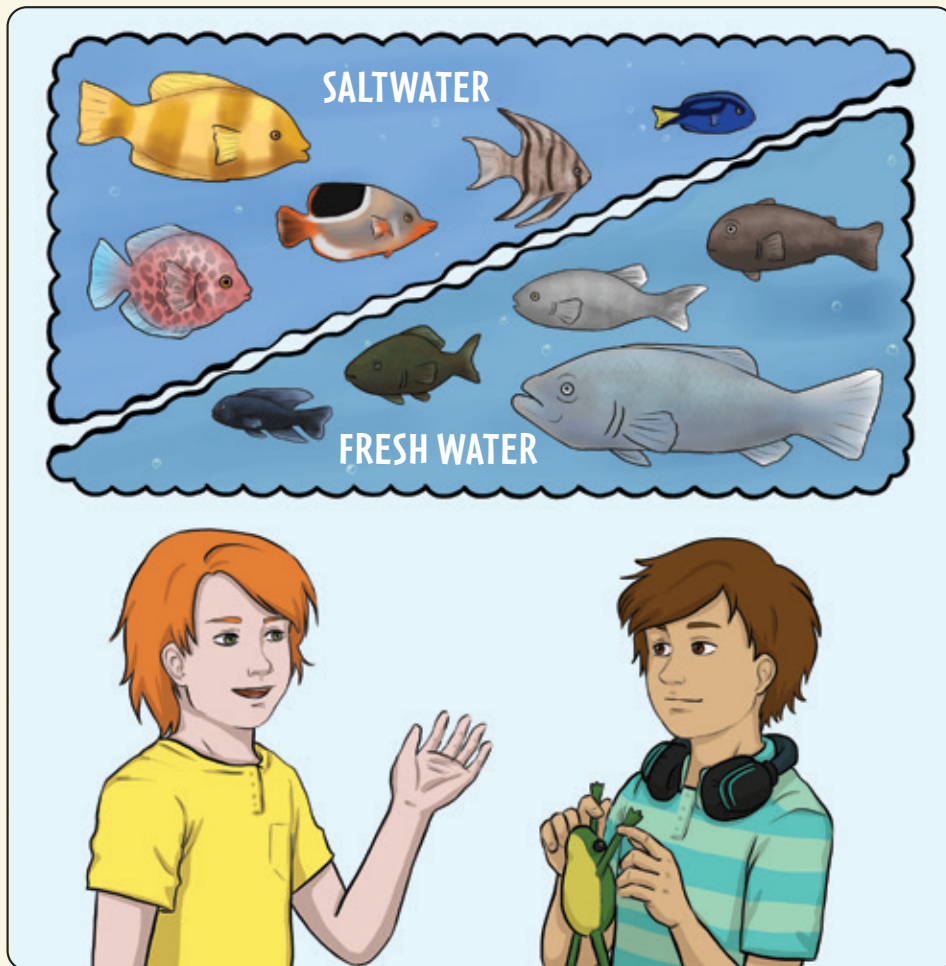




So, did you see lots of fish?



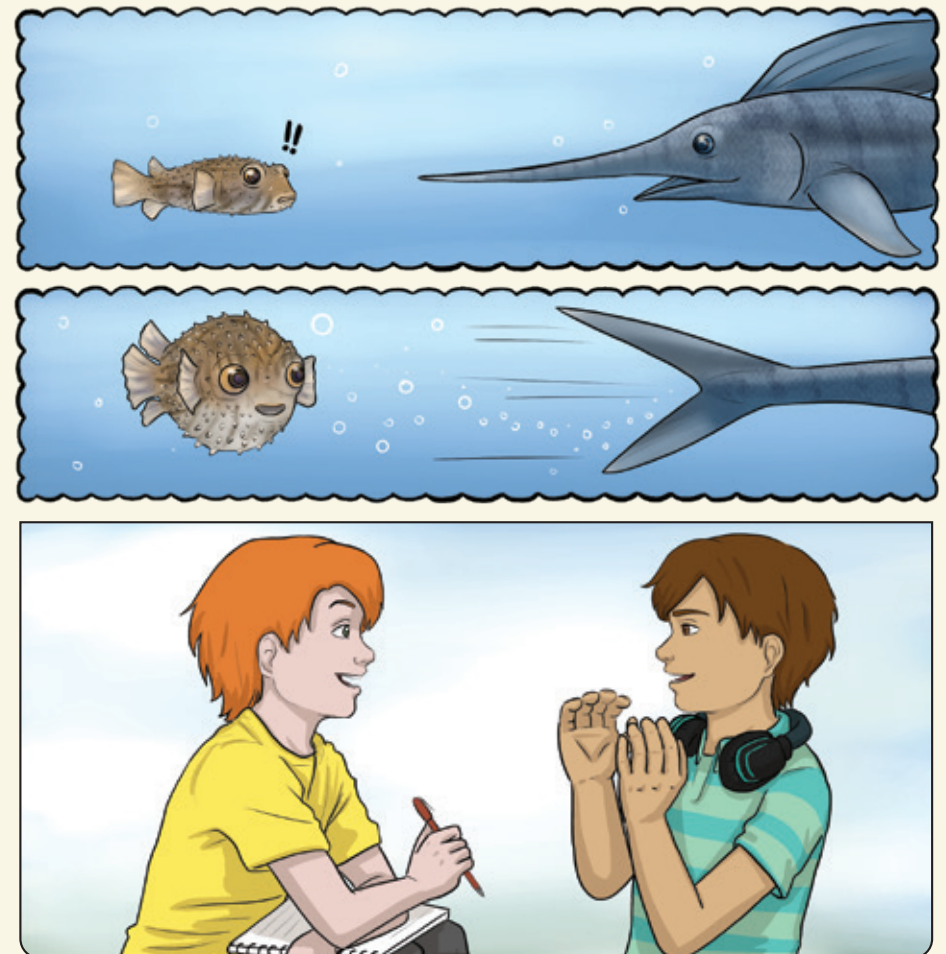
Yeah, I did—many different kinds. Some had the same color as the rocks: gray, brown, and black; some saltwater fish had really bright colors with stripes or spots.



What fish was your favorite?



I saw a striped burrfish—that's my favorite! Sometimes it's called a puffer fish because it holds its breath and gets big and puffy. The bigger size and its spikes sticking out scare predators away.

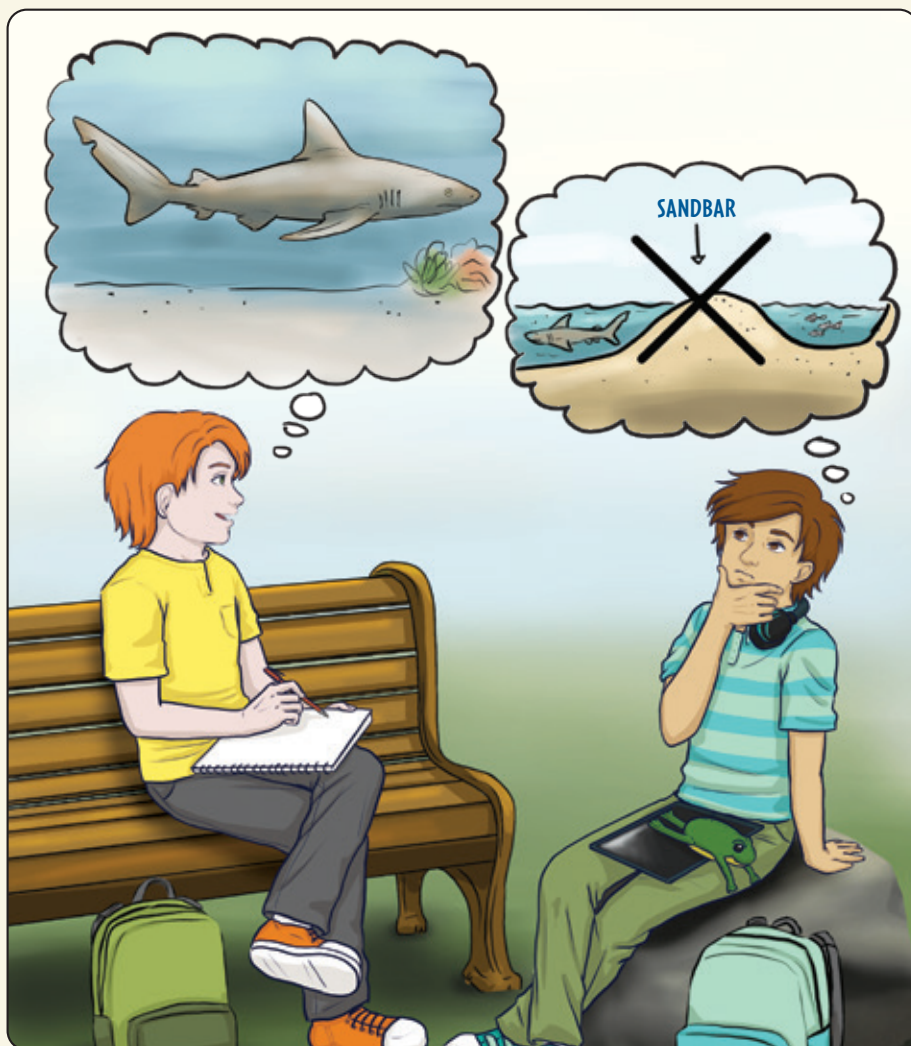




Did you see any sharks?



Yep. I liked the sandbar shark. But I didn't see any sandbars.



Sharks can be scary. Were you afraid?



Nah, it's really safe at the aquarium. The sharks are easy to see, but they're behind glass and can't touch you.

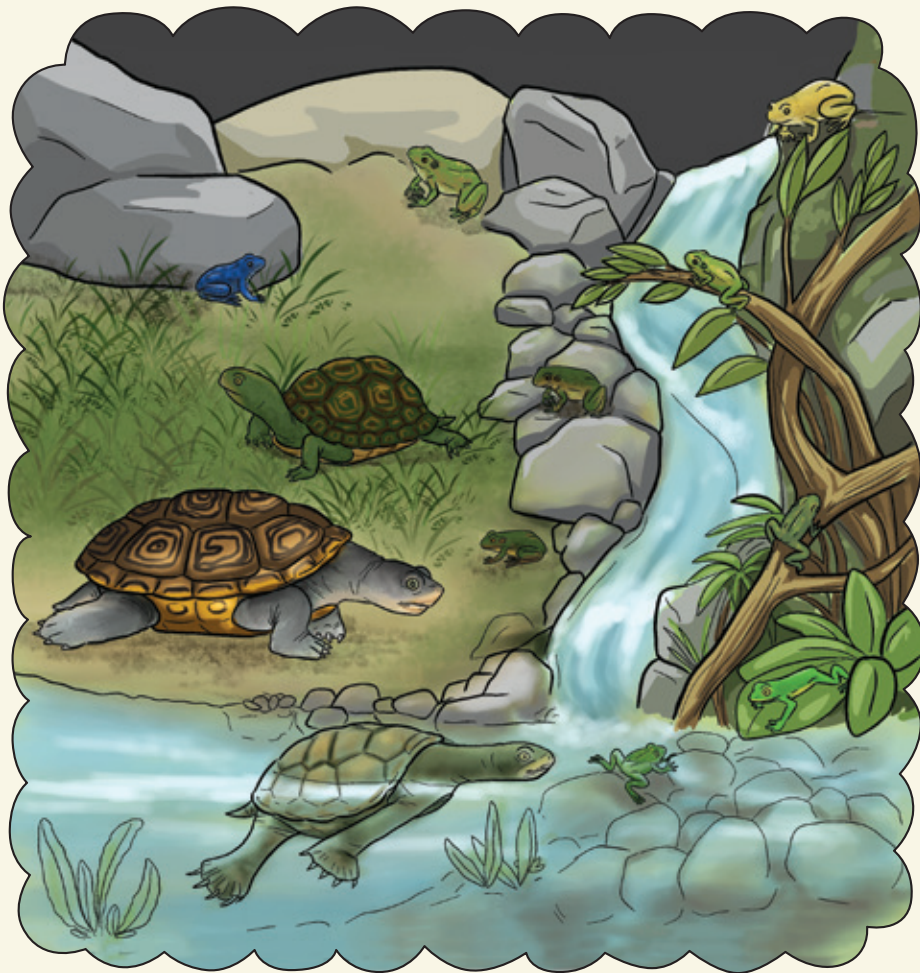




What else did you see at the aquarium?



Turtles. Some were big and some were small. Some had long necks and were swimming and looking for food in the rocks. And some frogs sat on rocks up near the waterfall.



Did anything surprise you?



Oh yeah. Some people actually touched the clearnose skate. It looks like a stingray, but its tail is shorter. It's not a stingray. But still, I was shocked!

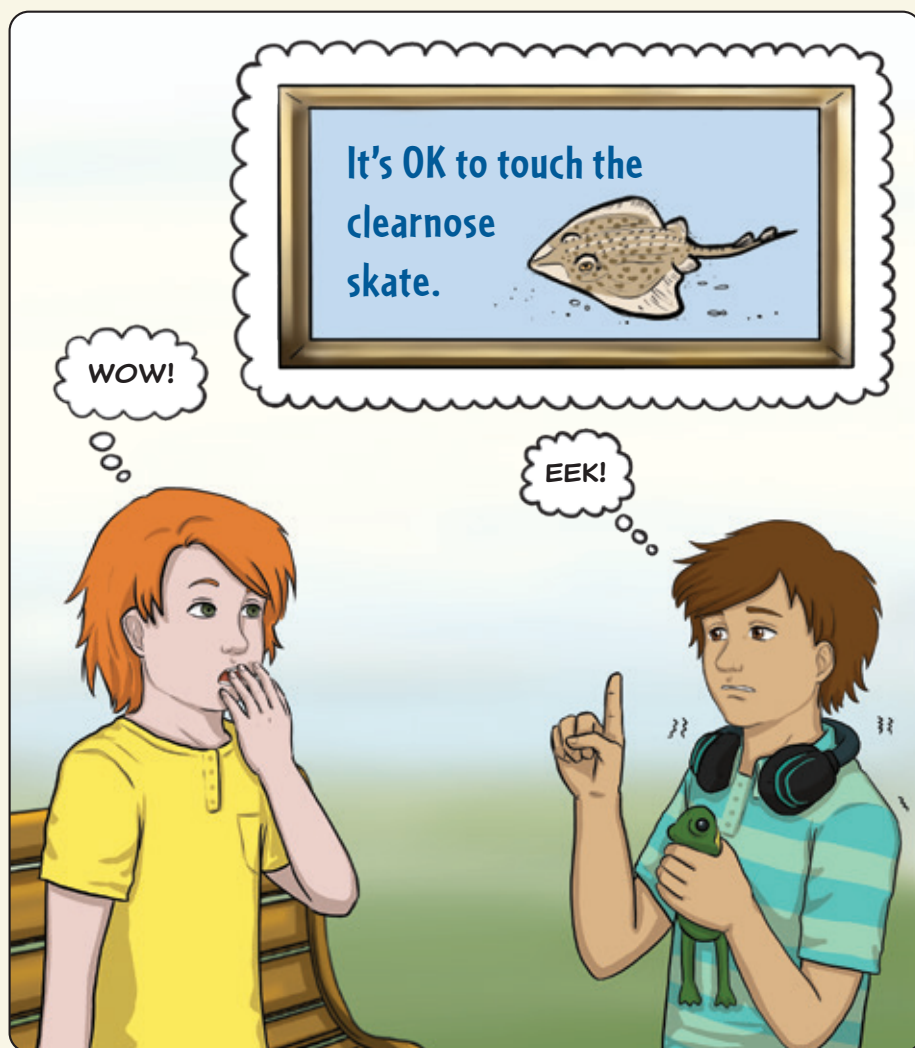




Did people get in trouble for touching them?



No, because the sign said it was okay, and an animal expert was standing there.



Tell me more about that, please.



I walked a little closer to get a better look, but my hands started shaking, and my body felt scared all over.





And then what?



The tank was about 3 feet tall, and it was open on top. The expert held up 2 fingers and said, “Reach into the tank and lightly touch the skate’s back with 2 fingers.”



Did you try it?



No way! I didn’t want to—too scary. I don’t like touching weird things.





Yep, I get what you mean.



Someone asked me if I wanted to pet the skate. I didn't know that person, and I was so scared. I felt like running away. I almost screamed!



So, what did you do?

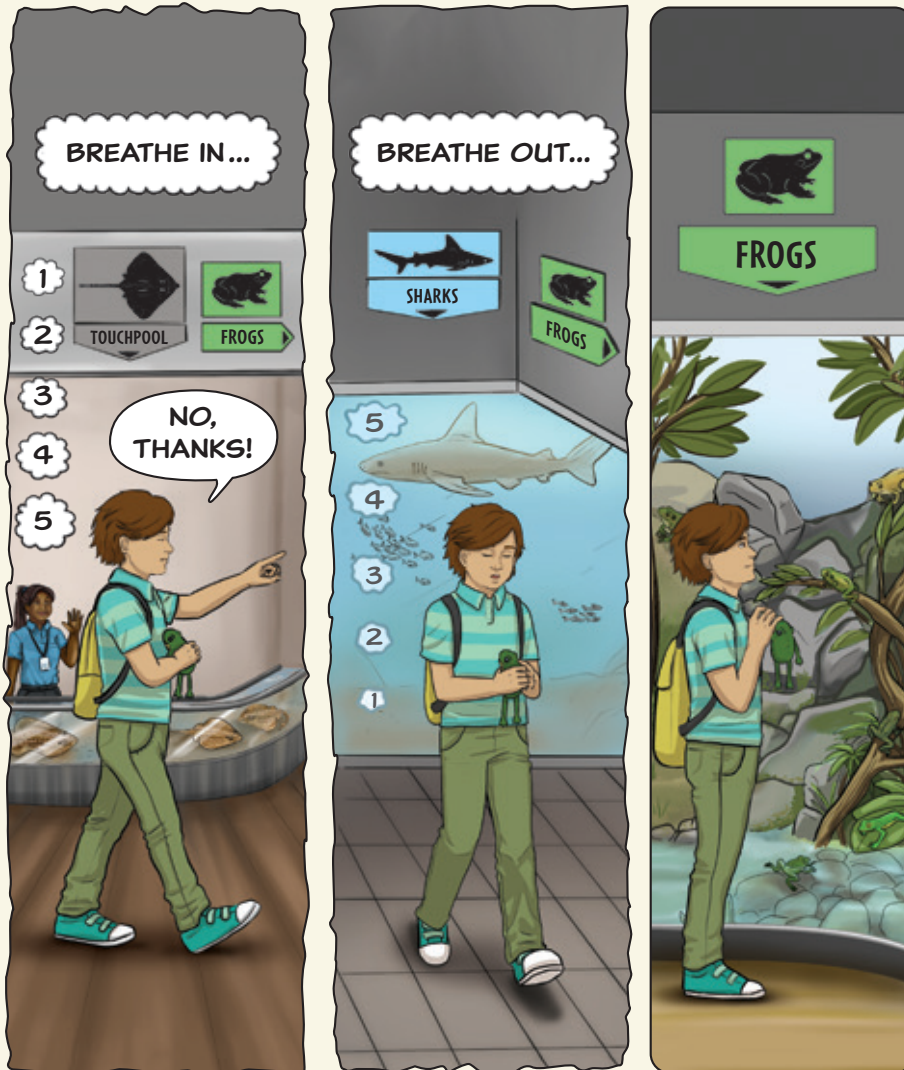


I remembered to hit PAUSE in my head—like in my video games—so I could think about what to do instead. I wanted to stop my hands from shaking.





I reminded myself that I was safe, and I took a couple deep breaths to calm my body down. I decided to say, “No, thanks!” Then I went to see the frogs again.



Oh, that's good.



I watched the frogs for a while and took some more slow, deep breaths. They were very still, sitting on the rocks by the waterfall.





That habitat sounds nice and relaxing.



I wasn't scared anymore. I felt a lot better.



Whoa, I'm glad you found a way to calm down after being so scared. I have felt that way, too. Like I was overwhelmed—about to burst!



I think everyone feels that way sometimes.





Thanks for telling me all about your visit to the aquarium. That's all the questions I have. Is it okay if I talk with Jordan about this interview?



You're welcome, and yes, you can share with her! You should check out an aquarium. Except for when I felt scared at the skate exhibit, it was pretty cool.



PAUSE AND THINK BACK

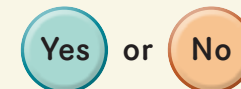


1. Think back, or reflect, about the interview.
2. Then ask yourself these questions:

- Have I been to an aquarium?



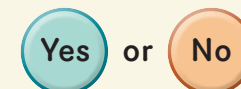
- Have I seen turtles?



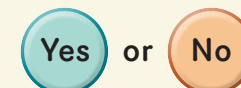
- Have I seen fish?



- Have I seen sharks?



- Have I touched sealife?



3. One thing I am really wondering about at the aquarium is...










JORDAN'S RESEARCH

CHAPTER PREVIEW

1.  Keywords
2.  Pause and Think Ahead
3.  Alex Talks with Jordan in the Library
4.  Jordan Researches Sealife
5.  The Report
6.  Pause and Think Back

5 Sea Animals In or Near the Eastern USA

- | | |
|--|--|
|  American bullfrog |  Striped burrfish |
|  Diamondback terrapin |  Sandbar shark |
|  Clearnose skate | |



KEYWORDS

These words are important in this chapter. If they are new to you, the definitions are in the glossary on pages 94–95.

caption
diagram
exhibit
fact

heading
map key
research
table



PAUSE AND THINK AHEAD

Think about chapter one and the keywords.
Ask yourself these questions:

- ✓ What have I researched?
- ✓ Where might Jordan find some information?
- ✓ What might she learn about?



- ✓ Make a prediction, or guess, about this chapter.



ALEX TALKS WITH JORDAN IN THE LIBRARY

“Hi, Jordan,” Alex said. “Did you know that Stephen went to the aquarium and saw frogs, fish, turtles, sharks, and skates?”

“Hi, Alex,” Jordan replied. “I didn’t know that. How cool! I haven’t been to an aquarium, but I have been reading about sealife.”



“Stephen told me that they have a special exhibit,” explained Alex. “People can reach in and touch a clearnose skate.”

“No way!” exclaimed Jordan. “I have no idea what a clearnose skate is. I don’t know if I would want to touch it or not. I need to do some research!”



JORDAN RESEARCHES ANIMALS

Jordan looks in books and on websites to find facts about five animals that Stephen saw at The Big Aquarium:



✓ American bullfrog



✓ Striped burrfish



✓ Diamondback terrapin



✓ Sandbar shark



✓ Clearnose skate

Jordan creates a report about her research findings. The animal facts are displayed with headings, drawings, captions, diagrams, tables, and a map.



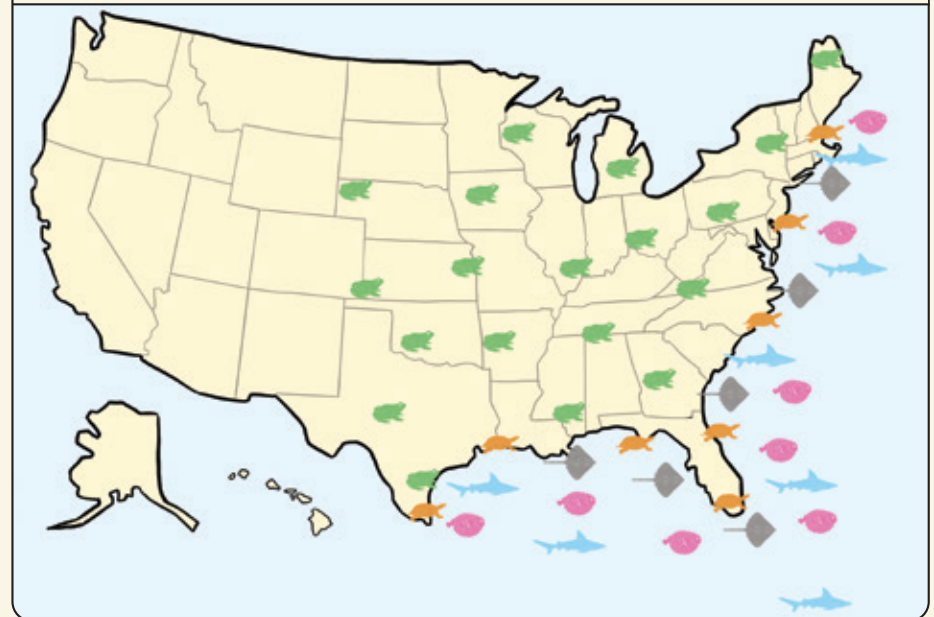
THE REPORT

FIVE ANIMALS THAT LIVE IN OR NEAR THE EASTERN USA

By Jordan

MAP KEY:

-  American bullfrog
-  Diamondback terrapin
-  Striped burrfish
-  Sandbar shark
-  Clearnose skate



This map shows the location where the animals live in nature.

FROG

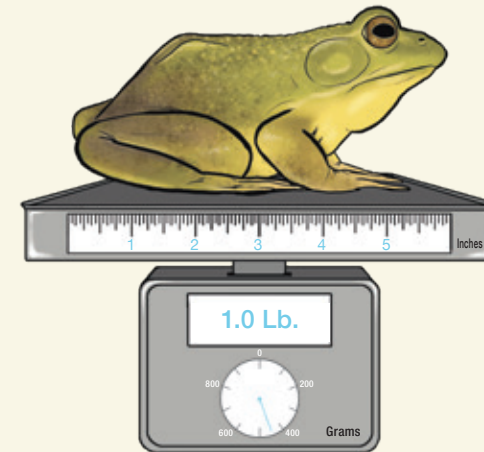


AMERICAN BULLFROG

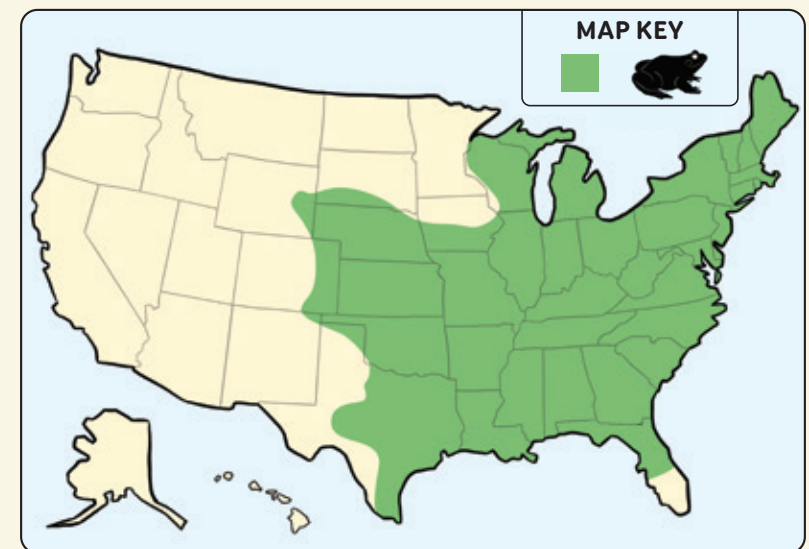
Adult bullfrogs breathe oxygen from the air and through their skin when underwater. Tadpoles breathe oxygen from the water through their gills.

AMERICAN BULLFROG: SIZE

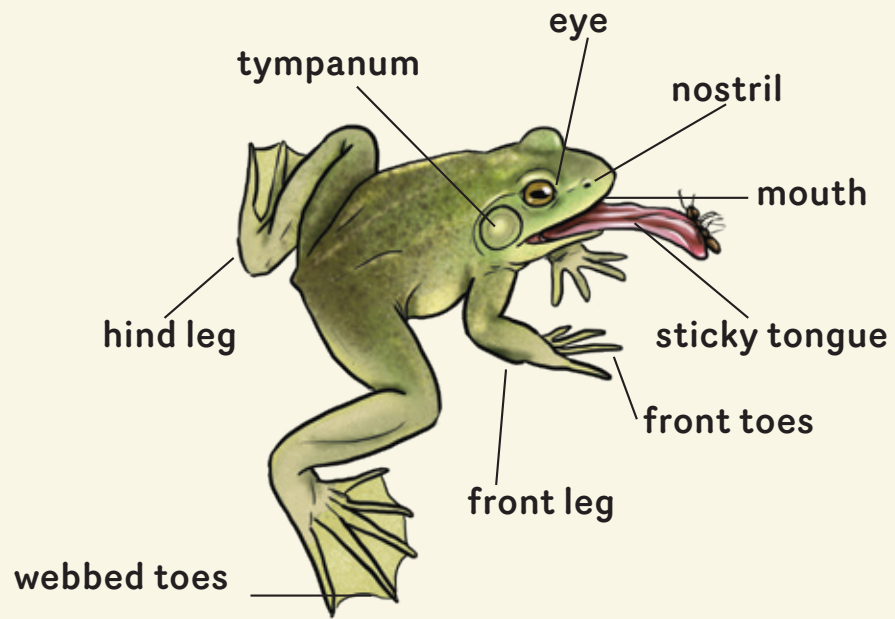
Bullfrogs weigh up to 1 pound (454 grams). They grow up to 4-6 inches long (10-15 centimeters).



AMERICAN BULLFROG: HABITAT

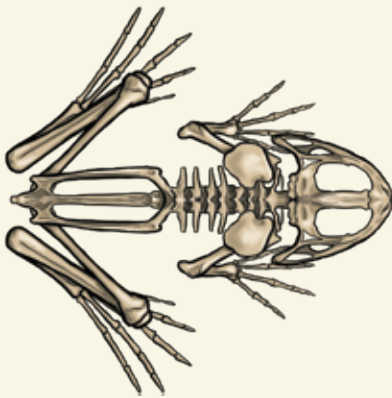


AMERICAN BULLFROG: BODY PARTS



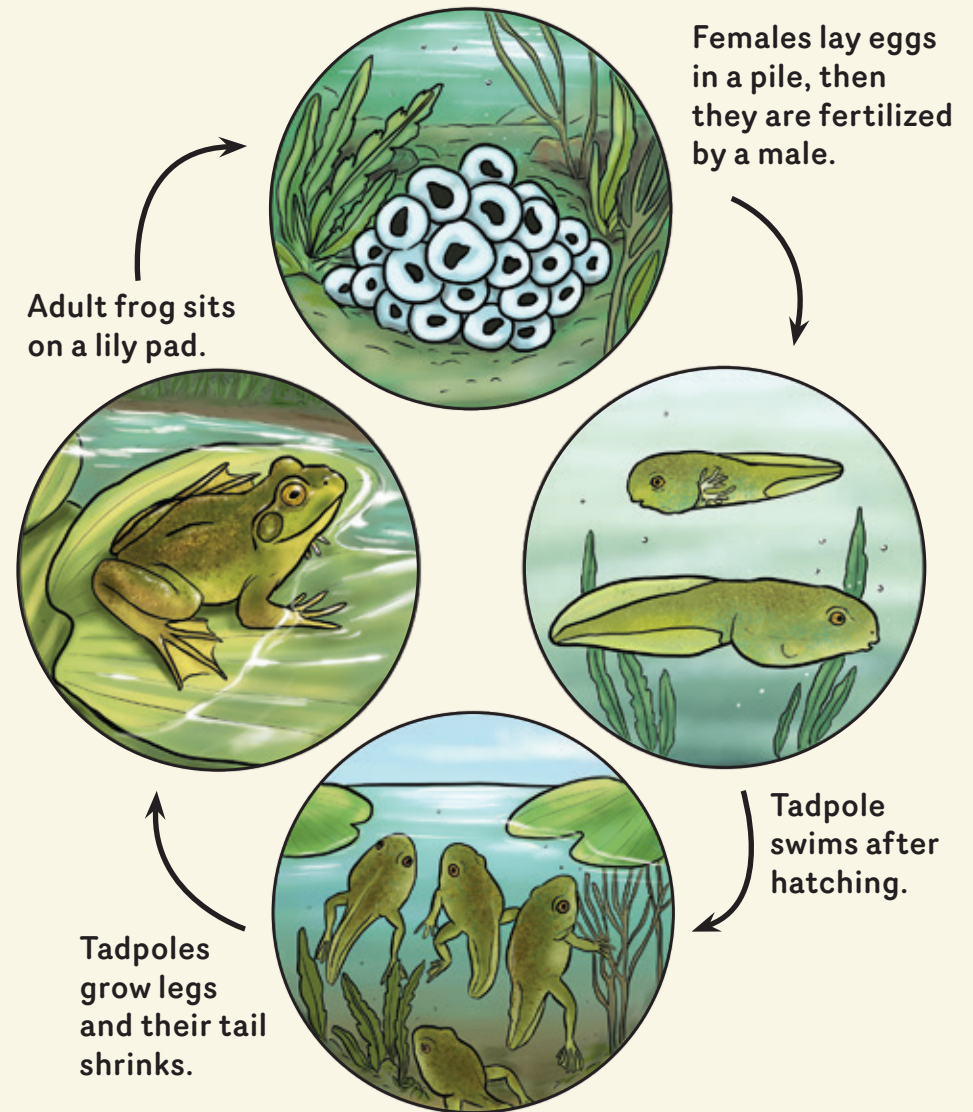
Their skin can be smooth or bumpy.

AMERICAN BULLFROG: SKELETON



Their skeletons are made of bones.

AMERICAN BULLFROG: LIFE CYCLE



Adult females lay up to 20,000 eggs at a time. The eggs rest at the bottom of shallow ponds, lakes, or streams.

TURTLE

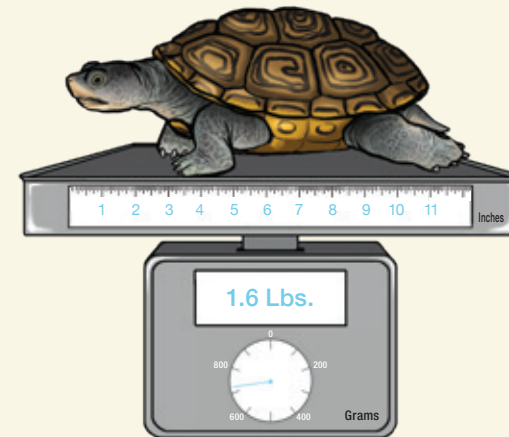


DIAMONDBACK TERRAPIN

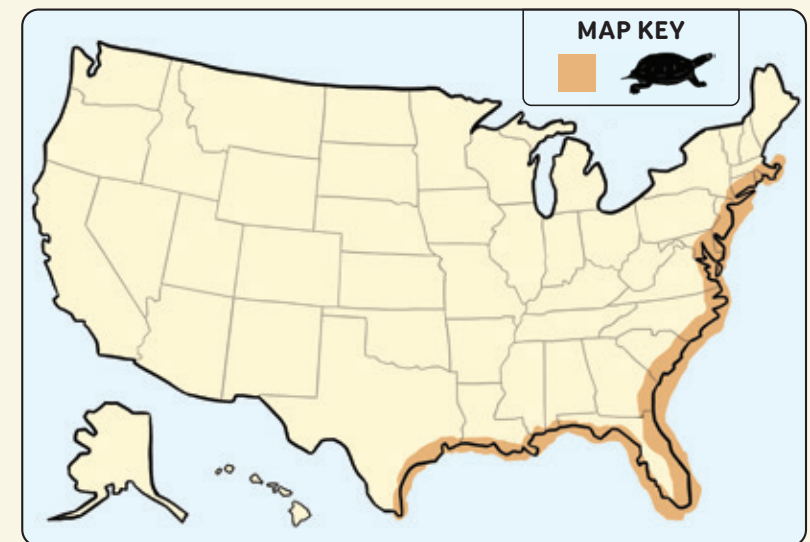
A diamondback terrapin is a turtle, and this one is resting on a beach. It breathes air and can hold its breath underwater for nearly five hours.

DIAMONDBACK TERRAPIN: SIZE

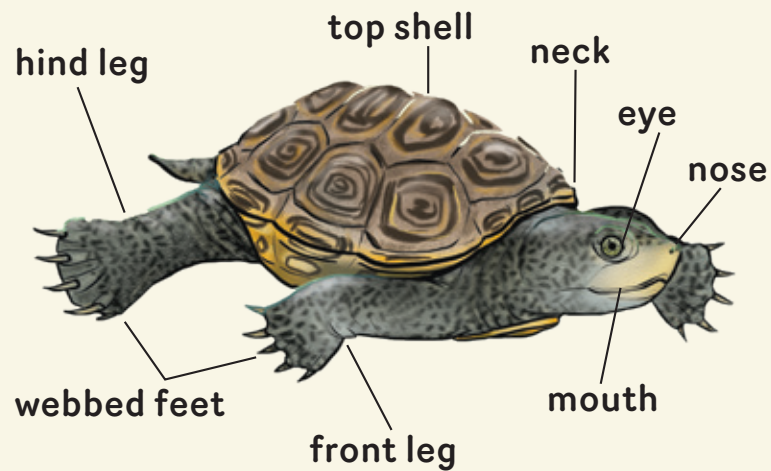
Terrapins grow up to 11 inches long (28 centimeters). Their average weight is 1.6 pounds (726 grams).



DIAMONDBACK TERRAPIN: HABITAT

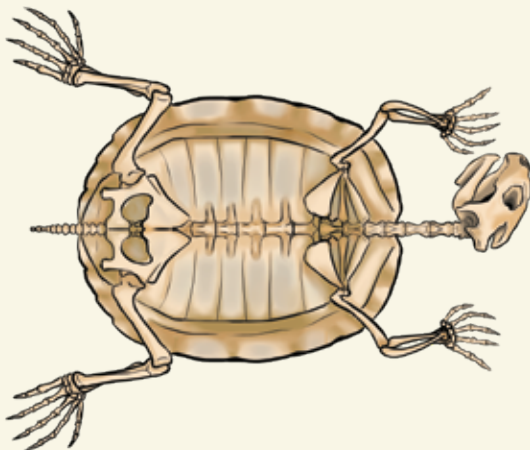


DIAMONDBACK TERRAPIN: BODY PARTS



Their shells are hard and their skin is scaly.

DIAMONDBACK TERRAPIN: SKELETON



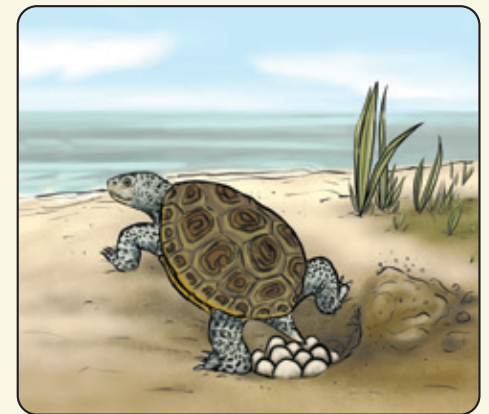
Their skeletons are made of bones.

DIAMONDBACK TERRAPIN: LIFE CYCLE

When the eggs hatch, the babies dig out of the sand and walk to the sea.



A female terrapin uses her back feet to dig a hole.



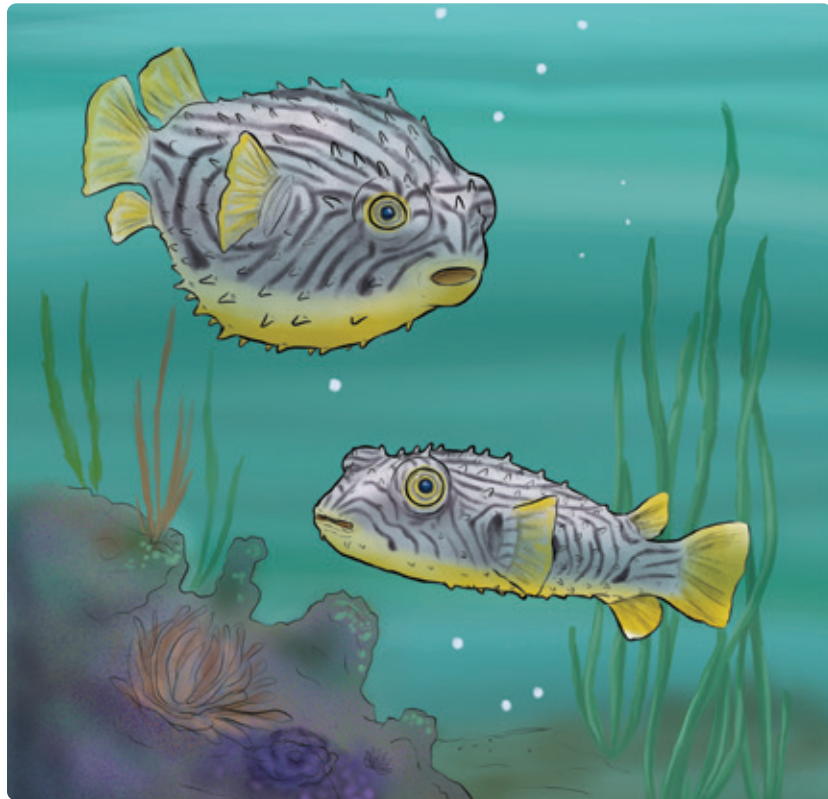
The terrapin covers the eggs and goes back to the sea.



The female lays eggs in the hole.

After the male and the female adult terrapins mate, the female makes a nest for up to 22 eggs near the seashore.

FISH

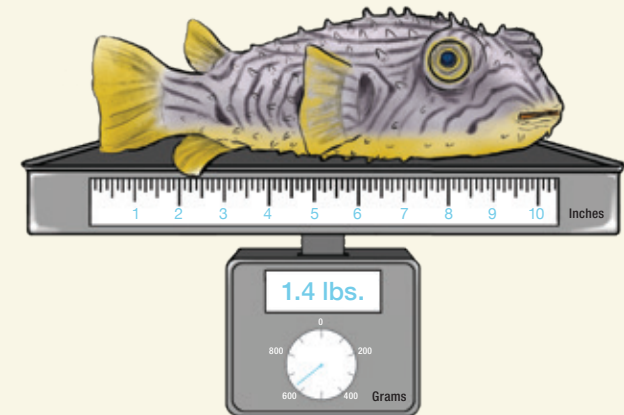


STRIPED BURRFISH

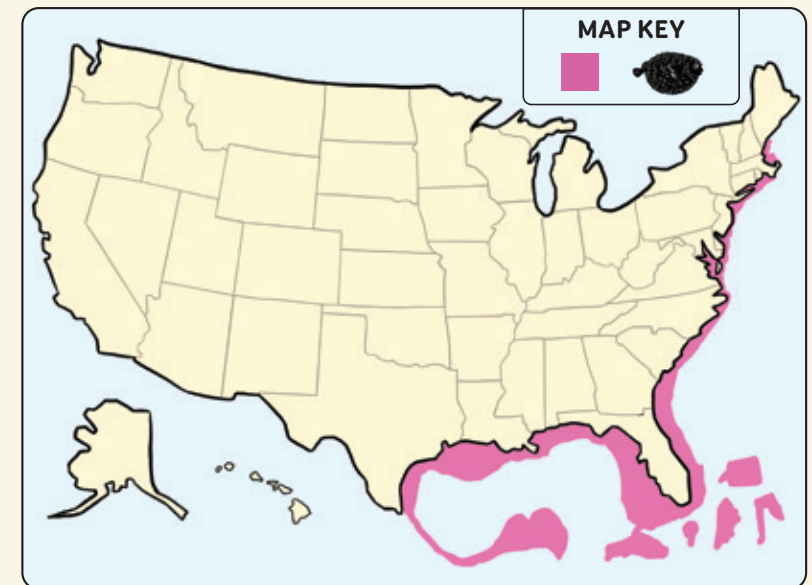
Striped burrfish live in the ocean and breathe oxygen through their gills.

STRIPED BURRFISH: SIZE

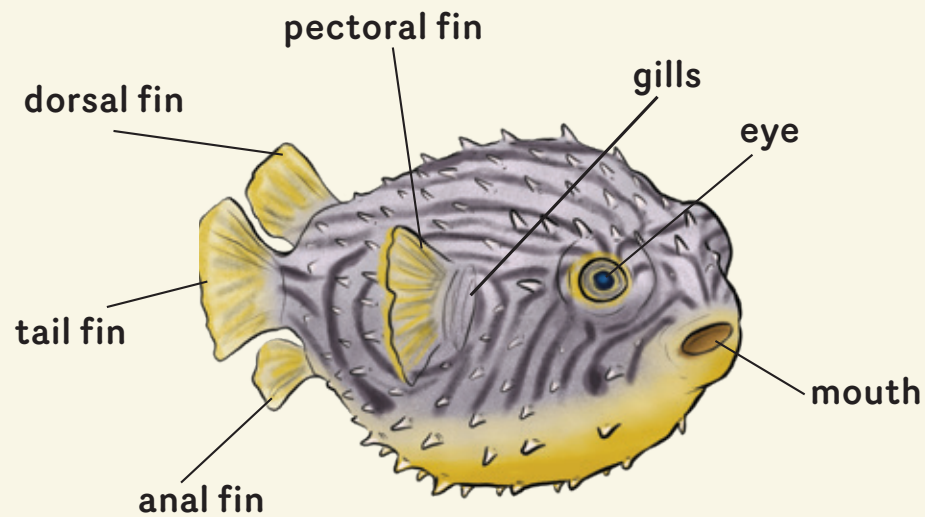
They grow up to 10 inches long (25 centimeters).
Their average weight is 1.4 pounds (635 grams).



STRIPED BURRFISH: HABITAT



STRIPED BURRFISH: BODY PARTS



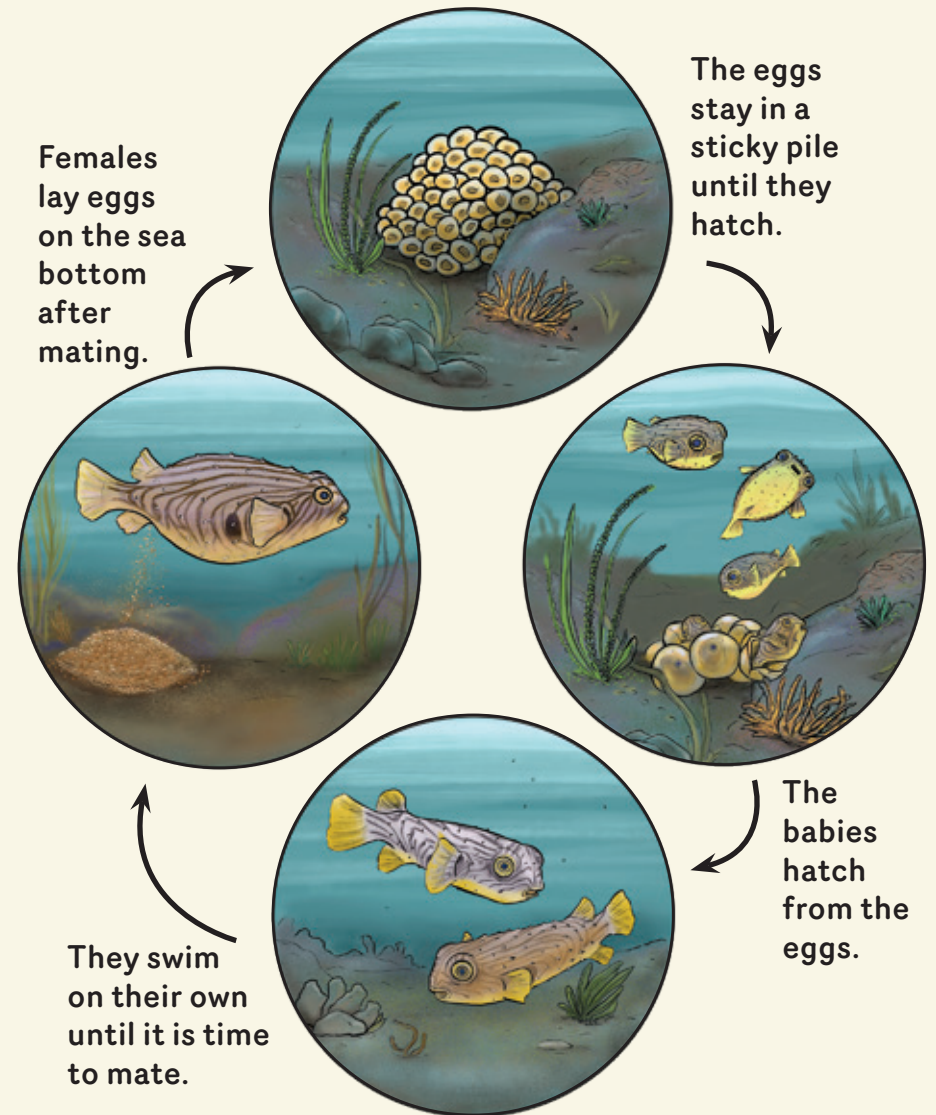
Their scaly skin is expandable; water inflates their body when they fear predators.

STRIPED BURRFISH: SKELETON



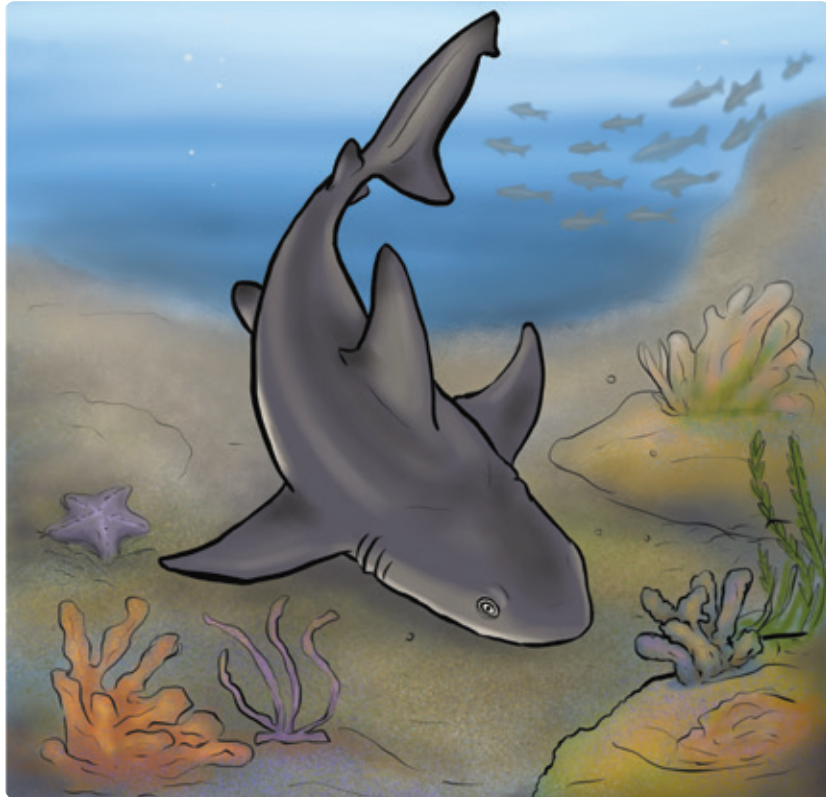
Their skeletons are made of bones.

STRIPED BURRFISH: LIFE CYCLE



Adults lay many small eggs in a pile on the soft sea bottom at night.

SHARK

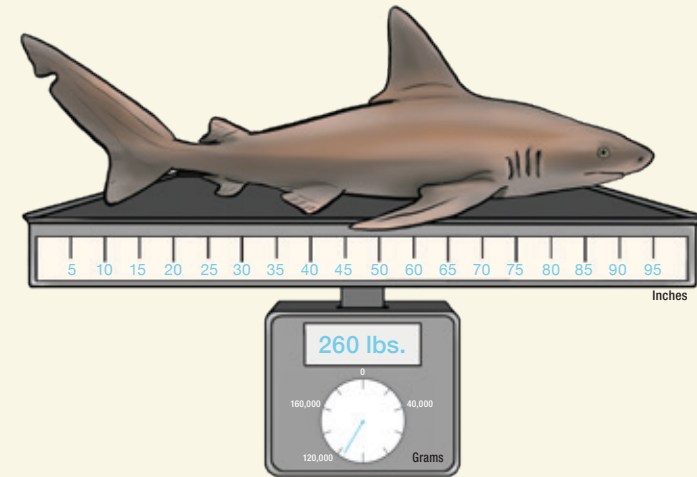


SANDBAR SHARK

The sandbar shark swims over sand or mud in the ocean. It breathes oxygen through its gills.

SANDBAR SHARK: SIZE

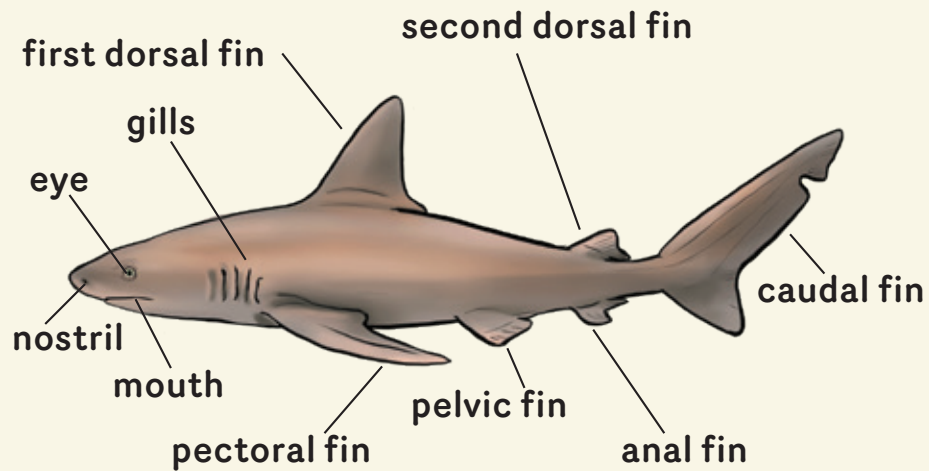
Adults grow up to 96 inches long (244 centimeters).
They weigh up to 260 pounds (118,000 grams).



SANDBAR SHARK: HABITAT

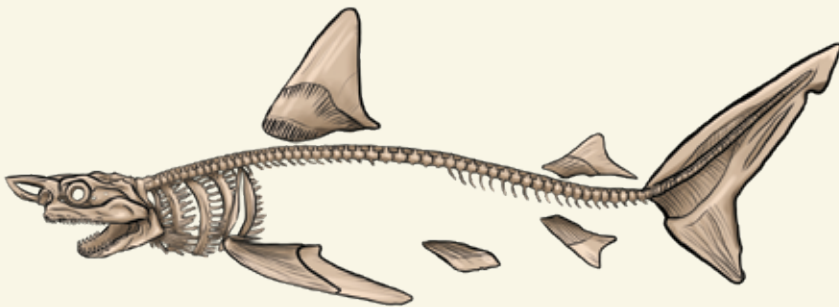


SANDBAR SHARK: BODY PARTS



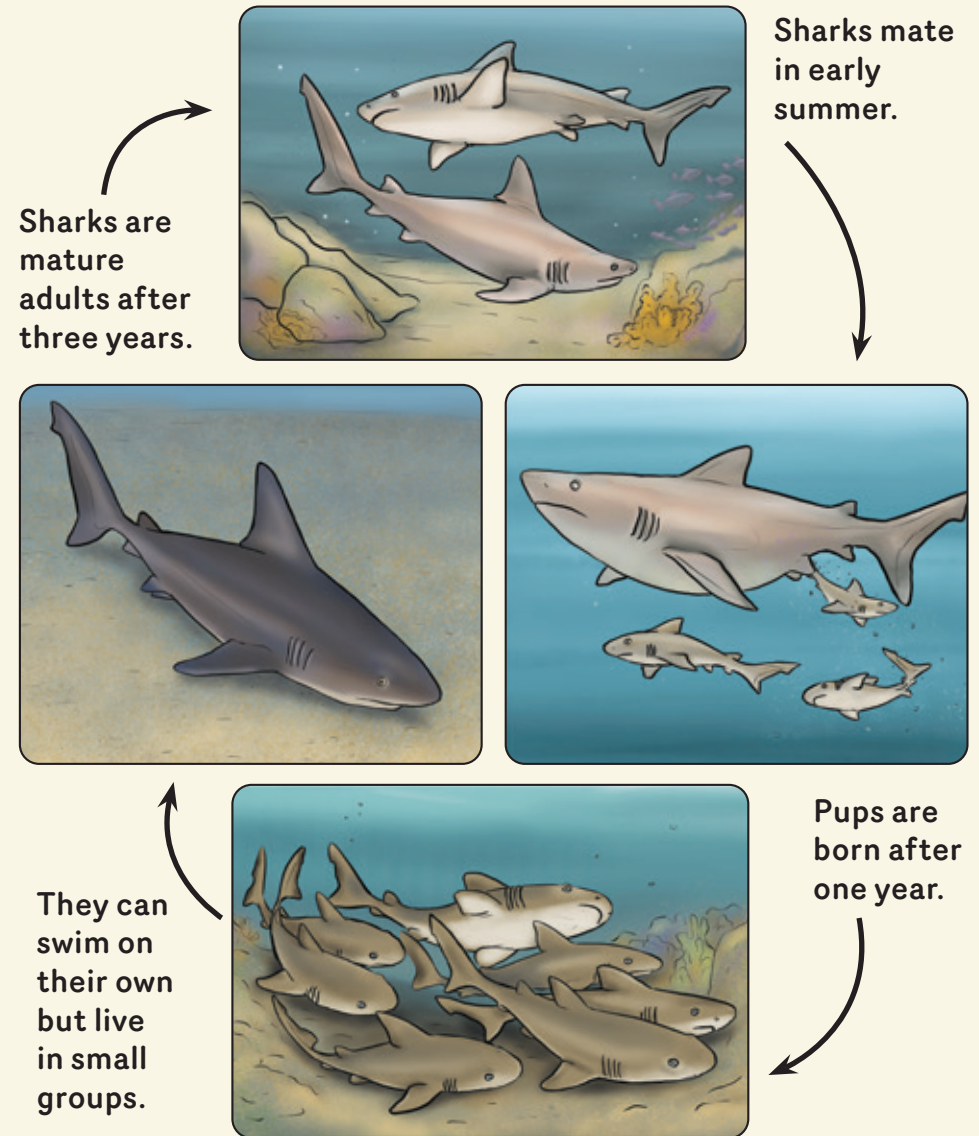
Their skin is smooth and flexible.

SANDBAR SHARK: SKELETON



Their skeleton is made of cartilage.
Their teeth are bony and sharp.

SANDBAR SHARKS: LIFE CYCLE



Adult females give birth to as many as 8 pups.
The pups are up to 24 inches long (60 centimeters).

SKATE

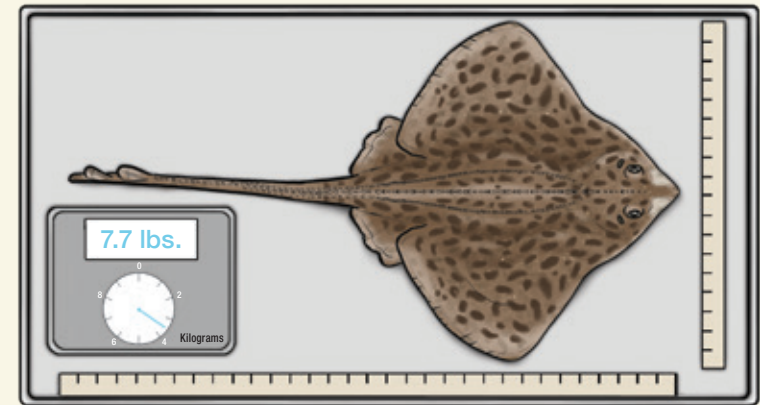


CLEARNOSE SKATE

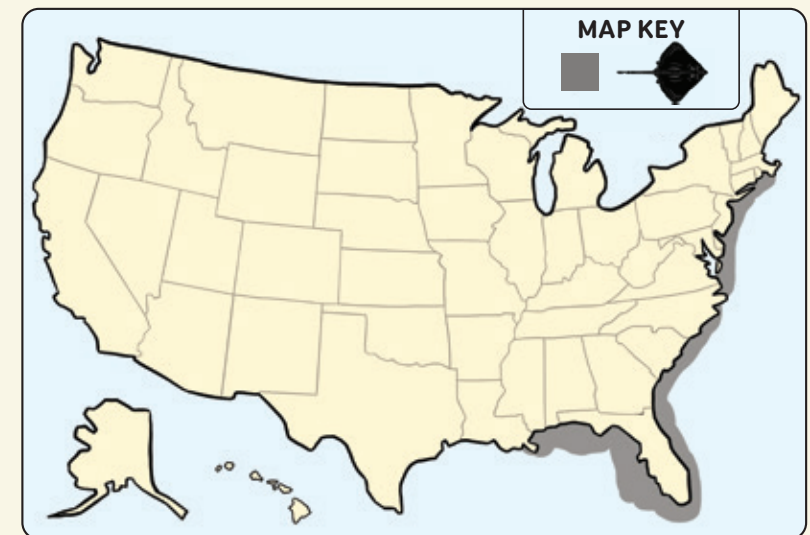
The clearnose skate breathes oxygen through its gills. It moves by waving its fins, and the tail can push the skate along the ocean floor.

CLEARNOSE SKATE: SIZE

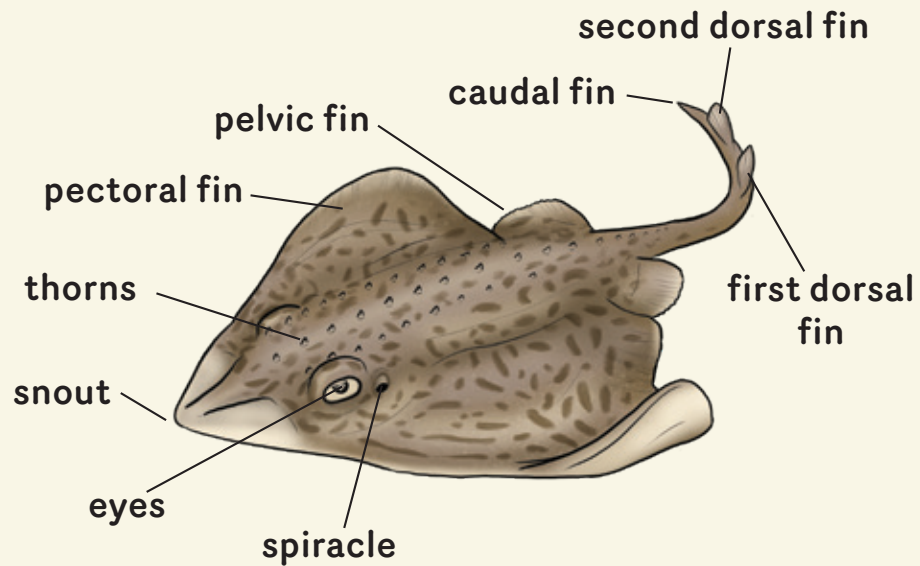
They grow up to 18 inches (45 centimeters) wide and 33 inches (84 centimeters) long. They weigh up to 7.7 pounds (3500 grams).



CLEARNOSE SKATE: HABITAT

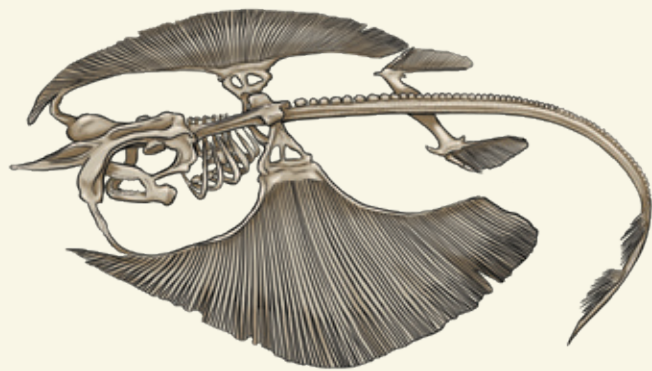


CLEARNOSE SKATE: BODY PARTS



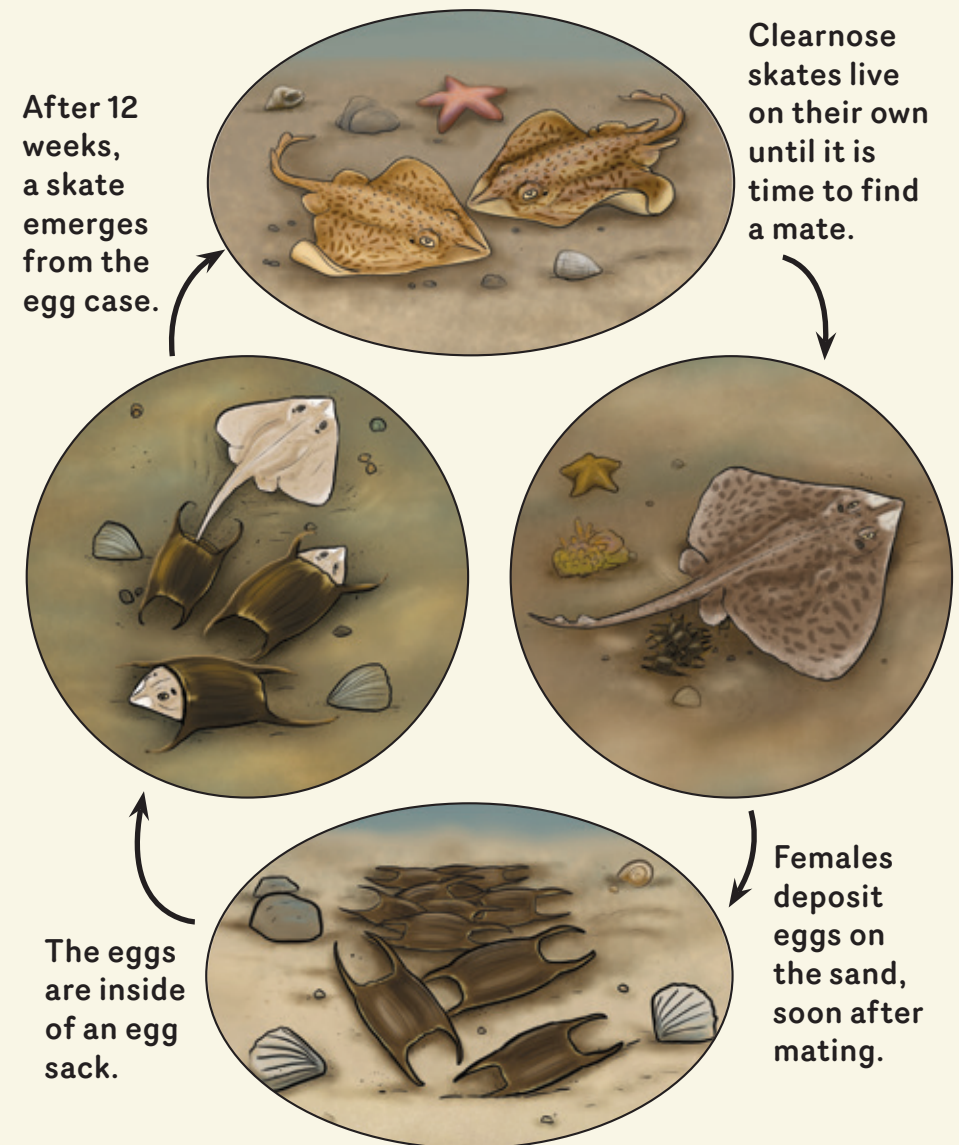
Their body is flat, and the skin is smooth with spots of color. Their mouth is on its underside.

CLEARNOSE SKATE: SKELETON



Their skeleton is made of cartilage.

CLEARNOSE SKATE: LIFE CYCLE













After mating, females lay up to 60 eggs on the bottom of the sandy sea.






COMPARE AND CONTRAST

FIVE ANIMALS OF THE EASTERN UNITED STATES



Lungs vs. Gills					
	Frogs	Fish	Terrapins	Sharks	Skates
Breathes with lungs					
Breathes with gills					

Born vs. Hatched					
	Frogs	Fish	Terrapins	Sharks	Skates
Born alive					
Egg hatched					

Bony vs. Cartilage					
	Frogs	Fish	Terrapins	Sharks	Skates
Bony skeleton					
Cartilage skeleton					

These charts compare and contrast what the adult animals have in common and how they are different.

PAUSE AND THINK BACK



1. Think back, or reflect, on the report.

2. Ask yourself these questions:

■ Have I seen sealife on the internet?

Yes or No



■ Have I read about sealife in books?

Yes or No



■ Have I been to a library?

Yes or No



■ Have I made a report about animals?

Yes or No



■ Have I drawn pictures of sealife?

Yes or No



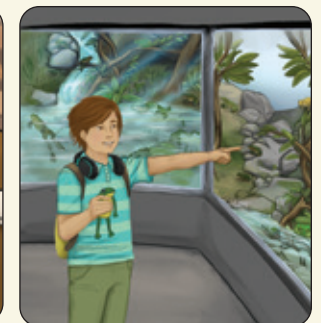
3. One thing I would like to research is...



STEPHEN'S STORY

CHAPTER PREVIEW

1.  Keywords
2.  Pause and Think Ahead
3.  Alex and Jordan Talk About the Interview and Research
4.  Alex and Jordan Write a Story Together
5.  The Story: *Stephen Visits the Aquarium*
6.  Pause and Think Back





KEYWORDS

These words are important in this chapter. If they are new to you, the definitions are in the glossary on pages 94–95.

aquarist

collaborate

edit

fact

narrative

nonfiction



PAUSE AND THINK AHEAD

Think ahead and make some predictions about the story.

- ✓ I think their story is about...
- ✓ I think Stephen will see...
- ✓ I think Stephen will make a choice about...



ALEX AND JORDAN TALK ABOUT THE INTERVIEW AND RESEARCH

“Hey Jordan, I read your report—great job!” Alex said. “I like how you organized the facts that you found.”

“Thanks!” Jordan said. “I really enjoyed comparing animals’ facts on the chart.”



“I’ve been thinking about writing a story,” Alex said.
“I could use some help, though.”

“Would you like me to collaborate with you?” Jordan asked. “That would be a good way to share what we have learned. Did you know that an aquarist is an expert at an aquarium?”



“No, I didn’t!” Alex exclaimed. “And yes, we can work together to combine my interview and your research into a narrative nonfiction story about Stephen’s experience.”

“That sounds great!” replied Jordan. “I want to write about visiting an aquarium because I want to go to one. I like to know what to expect when I go to new places.”





ALEX AND JORDAN WRITE A STORY TOGETHER

Alex and Jordan took turns sharing their ideas and typing the story. They chose details that moved the story forward and skipped things that did not. They were careful to create a narrative nonfiction story by only including true information. A story with information that's made up is fiction.



Alex reread the sentences out loud, and Jordan edited them if something was missing or did not sound right. It took a few days, but they knew the story was finished when they had included all the important details about Stephen's experience at the aquarium.



THE STORY

STEPHEN VISITS THE AQUARIUM

By Alex and Jordan

One day, Stephen went to The Big Aquarium in Baltimore, Maryland. He was so excited because he likes animals that live in water.



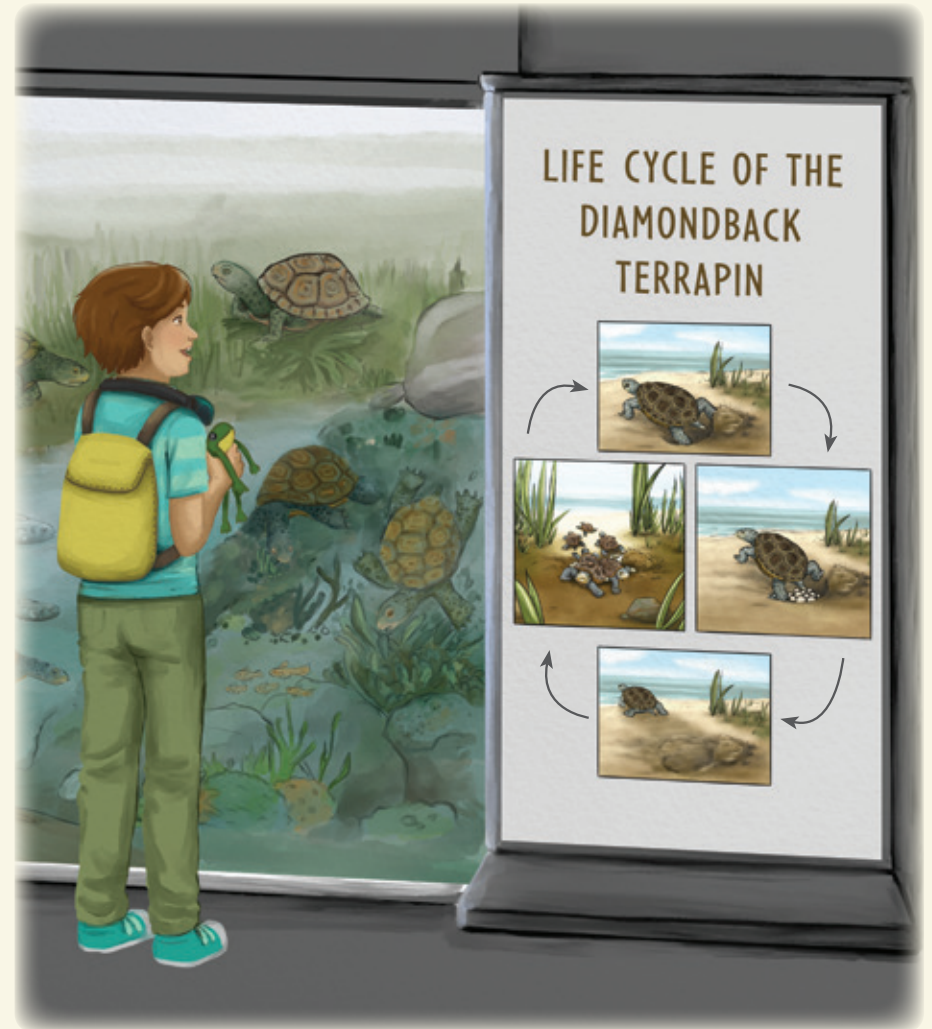
Many kinds of frogs, fish, turtles, sharks, and skates live in the aquarium. When Stephen walked in, he was amazed at how big the tanks were.



Stephen noticed that some of the turtles had long necks that made it possible for them to reach between the rocks to search for food.



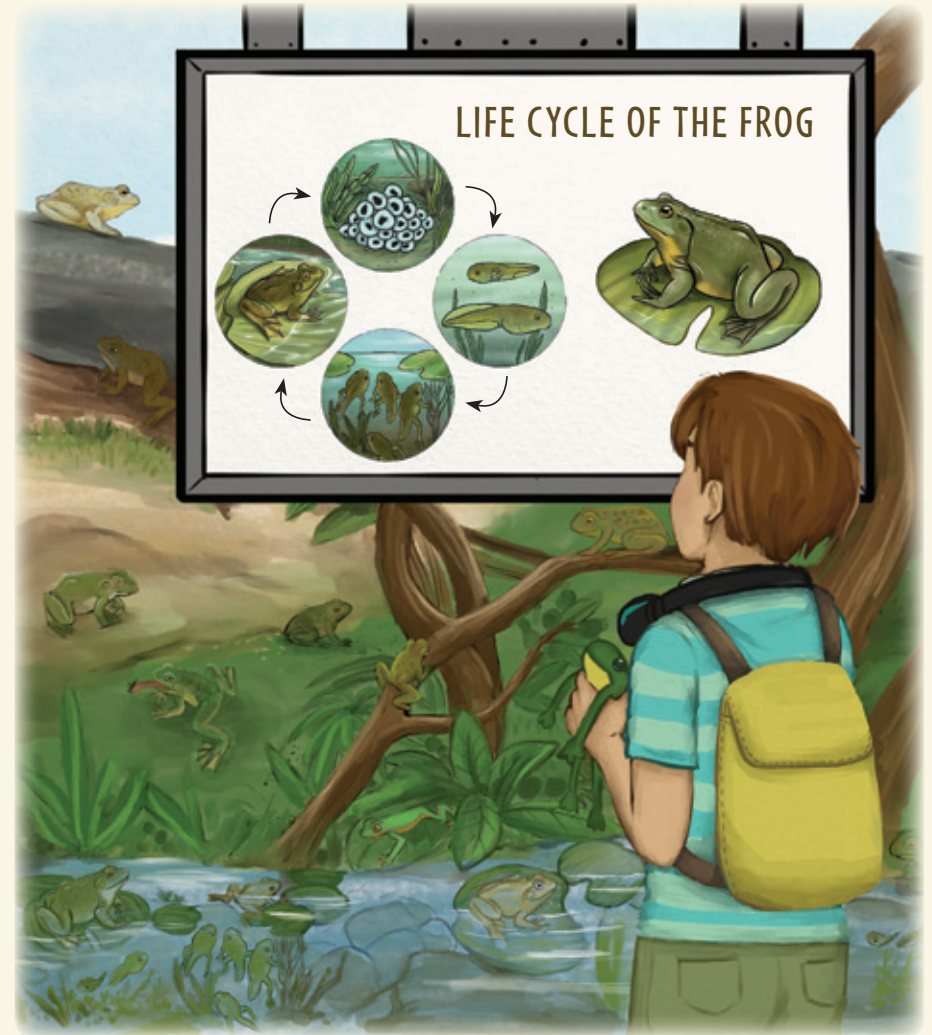
There was a large picture on the wall with a life cycle diagram. It showed how the diamondback terrapins lay their eggs on land in holes that they dig. When the eggs hatch, the baby turtles walk to the ocean, and that is where they live. Later, the females return to the land to lay their eggs, and the life cycle begins again.



Stephen was surprised to see frogs at an aquarium because they live on land. Their tanks had two types of habitats: water with rocks and lily pads, and dirt with trees and plants. A habitat is a place that has everything an animal needs to live and eat.



Stephen read a sign explaining that adult frogs live on land and lay eggs in the shallow water of a pond or slow-moving creek. When tadpoles are hatched, they live in the water until their bodies grow legs and lungs. Then, they move to the land but stay near the water.



Most of the tanks were filled with fish. Some of the fish swam together in schools, or groups; other fish swam on their own. The freshwater fish were mostly plain-colored and matched the drab colors of their habitat.



But some saltwater fish were brightly colored, making it possible for them to hide in colorful coral reefs, which are also living things. Stephen's favorite fish was the striped burrfish because it can puff itself up to protect itself from bigger fish who may be looking for a meal.



Then, he walked into another section. There were so many kinds of sharks. The first shark Stephen saw was the sandbar shark. It was in a huge tank that had a sandy bottom. Some sharks were swimming with fish, stingrays, and other sea creatures.



A shark swam by swaying its body back and forth. The shark's body is able to do this smoothly because their skeleton is soft. The skeleton is made of cartilage, like a person's nose and ears.



Stephen also saw another fish that has a cartilage skeleton and is similar to a ray. It's called a clearnose skate. The clearnose skates were in a special exhibit where visitors could reach in and touch them.



When an aquarist asked Stephen if he wanted to touch the clearnose skate, Stephen became afraid. His hands began to shake, and he felt the urge to scream and run away. He thought to himself, "I can run, or I can pause my body like a video game, breathe deeply, and calmly think about what I should do next."



Stephen decided to pause and take a deep breath to calm his mind and body. “No, thanks!” he said and decided that visiting the frogs would be better. He navigated back to the frog exhibit.



He noticed that his hands were still; he wasn't scared anymore. Seeing an American bullfrog next to a waterfall, sitting just as still as the rock he was sitting on, helped Stephen feel happy. He took a few more deep breaths and wondered what it would be like to breathe oxygen through his skin—just like a frog.



PAUSE AND THINK BACK



1. Think back and reflect on the story.
2. Finish these sentences.
 - ✓ I liked the part of the story where...
 - ✓ I was surprised about...
 - ✓ I am feeling...
 - ✓ I am wondering...



The End

RESOURCES



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A LETTER FROM ALEX AND JORDAN

Dear Reader,

Thanks for reading the interview with Stephen and the research report about sealife. I hope you like the story we wrote together.

The next section is called resources. We love resources because it has true information that helps us understand the book! What's cool is that you can pick the pages that interest you. There's no need to read all of it at once. In this book, you can look up keywords in the glossary, answer some questions, or learn how to interview someone.

And here's the best part: you can connect with us online! We will post activity pages for you. With the help of an adult, you can upload your ideas, writing, or artwork.

NancyRoop.com/kids

We hope to hear from you soon!

Alex and Jordan



STORY MOUNTAIN

When I read a story, I notice there is a beginning, a middle, and an end. They are connected and they flow from one to the next. One section may be bigger or smaller than the others.

Usually, the beginning introduces the characters and explains where the story takes place, also known as the scene. I don't always notice this, but details start to build some tension towards the middle. Often, something happens which creates a problem for the main character. In the end, the problem is fixed, and any issues regarding the problem are resolved.

I can use a diagram or graphic organizer to put key events onto a story arc (sometimes called a story mountain) to understand a story better.

STORY MOUNTAIN OF *Stephen Visits the Aquarium*



1. Beginning

- Stephen went to the aquarium.
- Stephen saw frogs, fish, turtles, sharks, and skates.

2. Middle

- Stephen became very afraid and wanted to run and scream.
- Stephen paused and said, "No, thanks!" and walked away.

3. End

- Stephen watched frogs and took deep breaths.
- Stephen felt calm.



MY STORY SUMMARY

I just read the story, *Stephen Visits the Aquarium*, written by Alex and Jordan. Stephen saw frogs, fish, turtles, sharks, and skates in big tanks. He learned that frogs live on land and lay their eggs in the water, and turtles live in water but lay their eggs on land. Fish swim in huge tanks by themselves and sometimes with other sealife. Also, sharks and skates have a cartilage skeleton, whereas frogs, fish, and turtles have mostly bony skeletons.

Stephen was afraid to touch the clearnose skate. I know he was afraid because his face looked scared, and he wanted to scream when the animal caretaker said he could pet the skates.

But Stephen paused like a video game and took deep belly breaths so he could think about what he wanted to do. The deep belly breaths helped his hands and body feel calm. He said, "No, thanks!" in a calm voice. Then, he decided to go back to the frog exhibit.

I am glad that Stephen chose to walk back to the frogs because walking indoors is important to stay safe, and it helps get the excess energy out of our bodies. Stephen watched a frog sitting still on a rock, and he thought about how frogs breathe. Stephen took more slow and steady breaths; he felt calm again.

When I feel scared, I can pause my thinking and take a few deep belly breaths. Then, I can think about my options and make a safe choice—or I can ask an adult for help.



LOOK-BACK QUESTIONS

Sometimes, after I read a story, book, or article, I complete a worksheet or answer questions. My answers show my understanding of the story. If I do not remember what happened, I can look back in the book to find the answers. Looking back helps me remember so I can answer the questions.

LEVEL 1: LOOK-BACK QUESTIONS

Q: What color are the turtles?

A: _____ page 16

Q: Does Alex like to ask a lot of questions?

A: _____ page 8

Q: What is Stephen's favorite fish?

A: _____ page 13

Q: Did Stephen see a shark?

A: _____ page 14

Q: Did Stephen touch a clearnose skate?

A: _____ page 21

Q: What animal helps Stephen calm down?

A: _____ page 23

LEVEL 2: LOOK-BACK QUESTIONS

Refer to the story *Stephen Visits the Aquarium* on pages 68–81 and answer the questions below:

Q: What did Stephen see?

A: _____

Q: What surprised Stephen?

A: _____

Q: What problem happened to Stephen?

A: _____

Q: What decision did Stephen make?

A: _____

Q: How did the story end?

A: _____



ALEX'S HOW-TO INTERVIEW GUIDE

I can be a reporter!

- Reporters ask questions, find facts by researching, and write true stories for others to read.
- Great reporters INTERVIEW the subject of their story before writing.



Let's interview a friend about pets! If your friend doesn't have a pet, they can choose a pet they know or talk about a pet they would like to have. Gather as much information as you can. Ask these questions and take notes on how your friend answers.

If you have permission, you can also record the interview, so you can go back and listen to it again later. Speak slowly, then listen. Let your friend take time to think of their answers.

1. What is your pet's name? _____
2. What kind of animal are they? _____
3. How old is your pet? _____
4. How did your pet become part of your family? _____

5. What does your pet eat and who feeds them? _____

6. Where does your pet like to sleep? _____
7. What is your pet's favorite toy? _____
8. Does your pet do anything silly? _____

9. Does your pet do any tricks? _____

10. End the interview with these two questions:
 - a. Is it okay for me to write about your pet? _____
 - b. Is there anything else you want me to know about your pet? _____



Editable versions of How-to Guides
are available for download at
NancyRoop.com/kids



NANCY ROOP'S QUICK TIPS FOR ADULTS

How do we learn to read? The Simple View of Reading is decoding + language = reading comprehension. Decoding is the ability to read words. Language is verbal and nonverbal communication that begins building in infancy. Language and communication are developmental skills, whereas decoding and reading comprehension are not.

Reading comprehension is highly complex. We attach language to the written word while combining the meaning of multiple words to develop new ideas. Many readers need practice to build the skills needed to find meaning from words in print. Some readers benefit from alternate teaching methods to build executive function skills like working memory, self-regulation, attention, and reasoning. A few may need targeted interventions. Wherever your readers is, meet them there, and try a few of these tips!

- ✓ **Book introduction** — If your reader resists anything new, leave the book sitting out nearby. Read some of it casually while they are playing.
- ✓ **Patience** — For some, reading is hard and takes a lot of brain power. If they show signs of anxiety, give them time to approach the book and explore the illustrations.
- ✓ **Mix it up** — If your child loves nonfiction, start there.
- ✓ **Glossary** — Download a copy for easy reference.
- ✓ **Spiral-bound book** — The book lays flat for ease of use.
- ✓ **Shared reading** — Take turns reading the same text with your child many times. Learning occurs through repetition.

Reading aloud to your child builds background knowledge, which is the best way to improve reading comprehension.

- ✓ **Text-to-self connections** — Talk about elements in the story and the personal experiences that mirror it. Before reading a book ask, “What do you know about this topic?”
- ✓ **Look back questions** — Ask questions about the pictures and the text. Its ok to find the answer together.
- ✓ **Scaffolding and errorless learning** — Create a positive learning environment by removing incorrect answers from the process. Build on what they know, and model what they don’t or are unable to do now because of low self-regulation. If they are hesitant to read, read to them. If they don’t know where to find an answer, show them. It’s ok to point to the answer and read it together.
 - **Here are some prompts** you can use:
 - Maybe we can try looking on page 8?
 - When you are ready, let’s try reading this page again.
 - It looks like you are frustrated. I will read this part.
- ✓ **Connect online** on the Kids Explore webpage with your reader. All reading is good, and building a relationship with a book is the best!



Nancy Roop



For more quick tips, go to
NancyRoop.com/resources



WHAT’S NEXT FOR ALEX AND JORDAN?

1. More books!

Alex and Jordan will explore other places and topics in the Explore series. They will find out more in the Research series, and report more about them in the Writer series.

2. Webpage: Kids Explore with Alex and Jordan

- Coloring sheets
- Activity pages
- How-to Interview guide
- and more!

3. Message Board

- Alex and Jordan share fun stuff to read.
- You can send Alex and Jordan a message.
- You can submit interviews, stories, and artwork.



We would like to
connect with you!
With an adult’s
help, go to
NancyRoop.com/kids



To receive notice of new book releases,
sign up for our newsletter at
NancyRoop.com/kids





GLOSSARY

Aquarium **a•quar•i•um** – (1) a building with tanks of water where fish and other sealife are cared for; (2) a tank with water where fish and other sealife live

Aquarist **a•quar•ist** – a person who cares for aquariums

Caption **cap•tion** – words that describe a picture

Collaborate **col•lab•or•ate** – to work with one or more people to reach a shared goal

Diagram **di•a•gram** – a simple drawing that is labeled to show parts of a whole

Edit **ed•it** – to review a report, make suggestions, and correct mistakes

Exhibit **ex•hib•it** – a collection or display of objects for people to view and learn from

Fact **fact** – something true, as proven and confirmed by many sources

Fiction **fic•tion** – a written, imagined story, that may or may not be based on facts

Habitat **hab•i•tat** – the natural home of a plant or animal, including the environment, climate, and other plants and animals

Heading **head•ing** – the title of a page or section of a report

Interview **in•ter•view** – (1) to question someone to learn their opinion or experience; (2) a meeting where one person questions another

Narrative **nar•ra•tive** – a spoken or written story of events from a person's point of view

Narrative nonfiction **nar•ra•tive non•fic•tion** – fact-based writing about people and events from a person's point of view that is told like a story

Nonfiction **non•fic•tion** – writing that is based on true events and real people, places, or things

Overwhelmed **ov•er•whelmed** – the effect of having strong emotions, which can be from positive or negative emotion

Predator **pre•da•tor** – an animal that hunts, catches, and eats other animals

Prediction **pre•dic•tion** – a guess about what will happen in the future

Reporter **re•por•ter** – a person who asks questions and uses the truth in spoken or written stories

Research **re•search** – a careful study of things to discover new information and test predictions

Table **ta•ble** – a set of facts organized into rows and columns, usually for comparing

Vacation **va•ca•tion** – a time to relax, travel, and have fun, different from the normal schedule



STEPHEN'S QUICK TIP FOR STAYING CALM

When I start to feel too much in my body, I can take deep breaths.

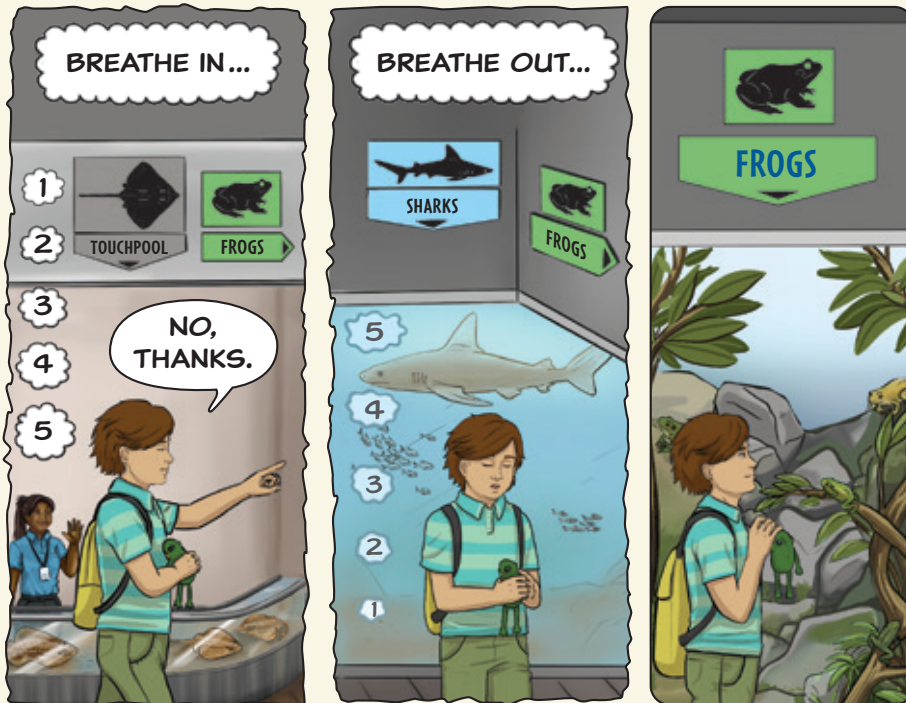
I breathe in with a deep belly-breath and count to five: 1 2 3 4 5.

I focus on the numbers and remember to go slowly.

Then, I exhale slowly and count backwards from five: 5 4 3 2 1.

I repeat these two more times.

I look at frogs, squeeze a toy, or listen to music.



To download more strategies, go to
[NancyRoop.com/resources](https://www.NancyRoop.com/resources)



First book in the Alex & Jordan Explore Series



Stephen visits the Big Aquarium and learns about frogs, fish, turtles, sharks, and skates.

He is excited to be so close to these wild animals. But when an aquarist asks Stephen to touch a clearnose skate, his body feels so scared that his hands are shaking. What will Stephen do next?



His friend, Alex, wonders the same and makes a plan with fellow fifth-grader Jordan to explore Stephen's big adventure!

Evidence-Based Developmental Format

- Enriches comprehension routines and skills with "Pause and Think" predictions and reflections.
- The first in a sensory-friendly hi-lo series with upper elementary school content and Language Arts resources.
- Neurodiverse learners will be drawn into informational fiction that is **real, relatable, and relevant!**



"An interactive, fact-filled book for early and reluctant readers with an interest in marine life." –Kirkus Reviews

"Smart chapter book about sea life, researching, handling emotions, and more." –Booklife

Nancy Roop promotes neurodiversity and inclusion by speaking at educational conferences—or to anyone, anywhere! She lives and writes near Detroit, Michigan. Her senior thesis, *Developmental Texts for Students with Autism: a Safe Space in the Written World* is available at NancyRoop.com/about.

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