

# The Big Aquarium Adventure



Let's find  
some more  
frogs!



with frogs, fish, turtles, sharks, and skates!

**Nancy Roop**  
Illustrations by Mariana Boune

Advanced Reader Copy:  
not for sale.

To provide feedback, go to  
[DevelopmentalTexts.com/ARC](https://DevelopmentalTexts.com/ARC).

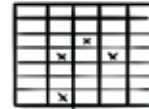


This is a proof copy that was rushed to  
the printers to get into the hands of  
educators and other professionals to  
provide feedback on this new  
developmental book format.



Planned upgrades will include:

- Compare and contrast chart
- Map with animal icons
- Story mountain graphic organizer
- Graphics in backmatter section
- Beautifully painted illustrations in chapter 3



Drafts from the  
storyboard for  
the end of  
chapter 3!



# STEPHEN'S BIG AQUARIUM ADVENTURE



By Nancy Roop

Illustrated by Mariana Boune

PDF Version

This printing is an Advance Reader Copy (ARC) and is not for sale.

Selected readers are given this ARC to provide feedback about  
the overall developmental design, educational content, and back  
matter in the spring of 2023. Some pages are still in draft form.

Please submit feedback, reviews, or testimonials at  
[DevelopmentalTexts.com/ARC](https://DevelopmentalTexts.com/ARC).

**Developmental Format:** sensory-friendly, early illustrated chapter book with an interview, expository nonfiction report, and a story about a fourth grader visiting an aquarium. Upper elementary common curriculum standards for science and social studies infused into lower elementary reading levels that have teaching elements built into transitional pages. Back matter supports reading comprehension and students' self-regulation.

#### PDF Version

Research: Developmental Texts for Children with Autism:  
Creating a Safe Space in the Written World.  
[DevelopmentalTexts.com/about](http://DevelopmentalTexts.com/about)

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Author: Nancy Roop  
Illustrator: Mariana Boune  
Editor: Bobbie Hinman  
Designer: Praise Saflor  
Contributor: Lori Siesto  
Website Designer: Taylor Gamlin  
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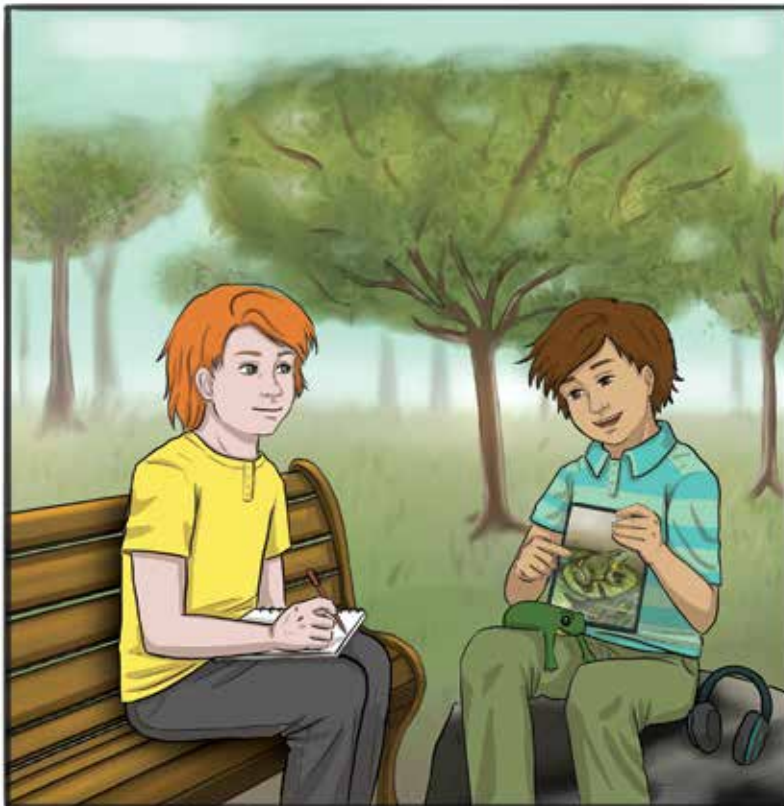
## What's First?


1.  Keywords

2.  Pause and think ahead.


3. **Chapter 1: The Interview**

Alex talks with his friend, Stephen, after school.



 Keywords

aquarium interview vacation  
prediction reporter

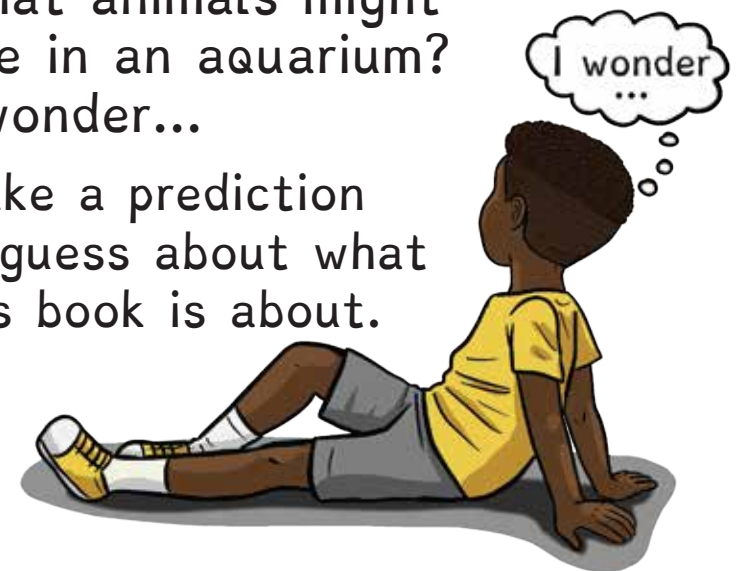
 Pause and think ahead.

Think about the title, keywords,  
and pictures.

Ask yourself these questions.


- ✓ Have I been to an aquarium?
- ✓ What questions might Alex ask Stephen?
- ✓ What animals might live in an aquarium?
- ✓ I wonder...

Make a prediction  
or guess about what  
this book is about.





## The Interview

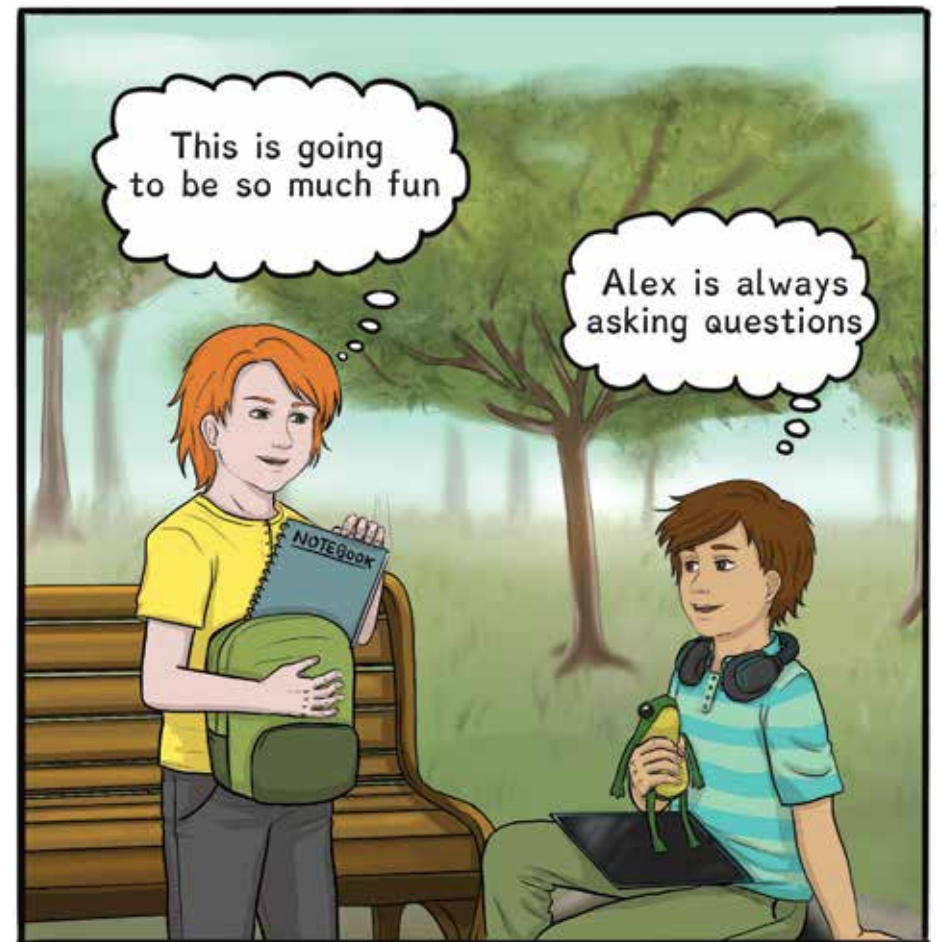
 Hey Stephen! What's going on?

 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?

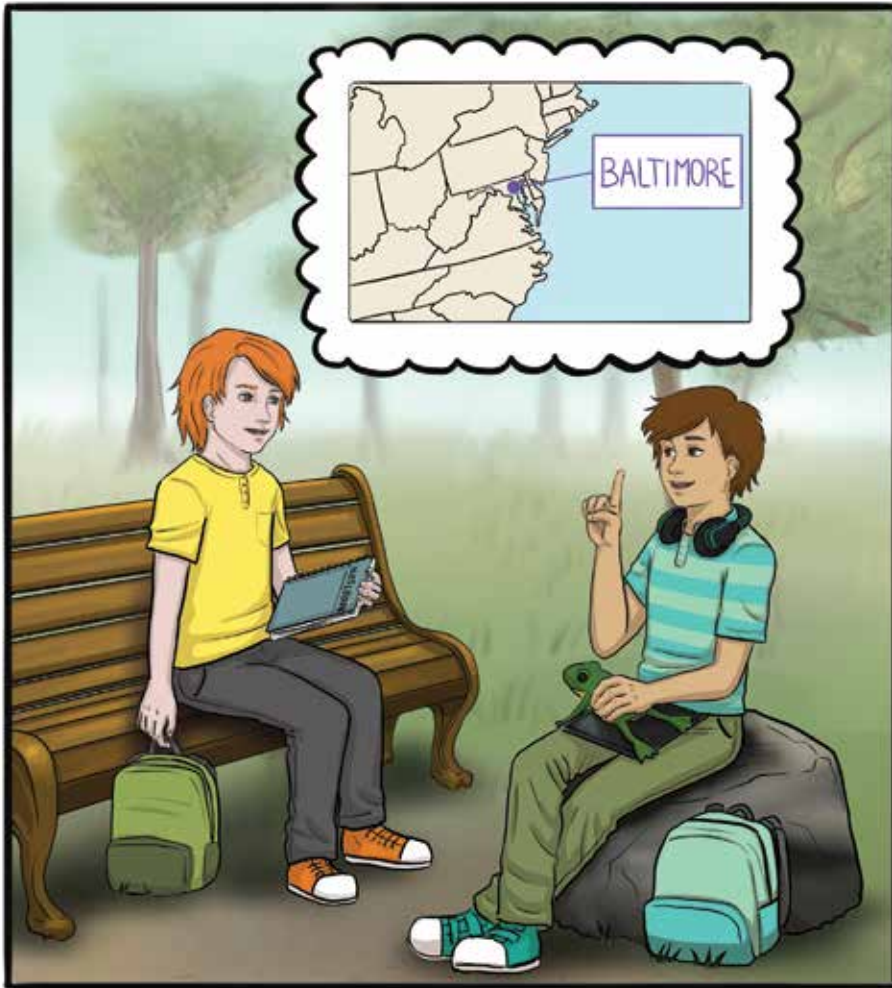
 Yes, Alex...I know you like to  
ask questions. I guess it's okay.  
Ask away!







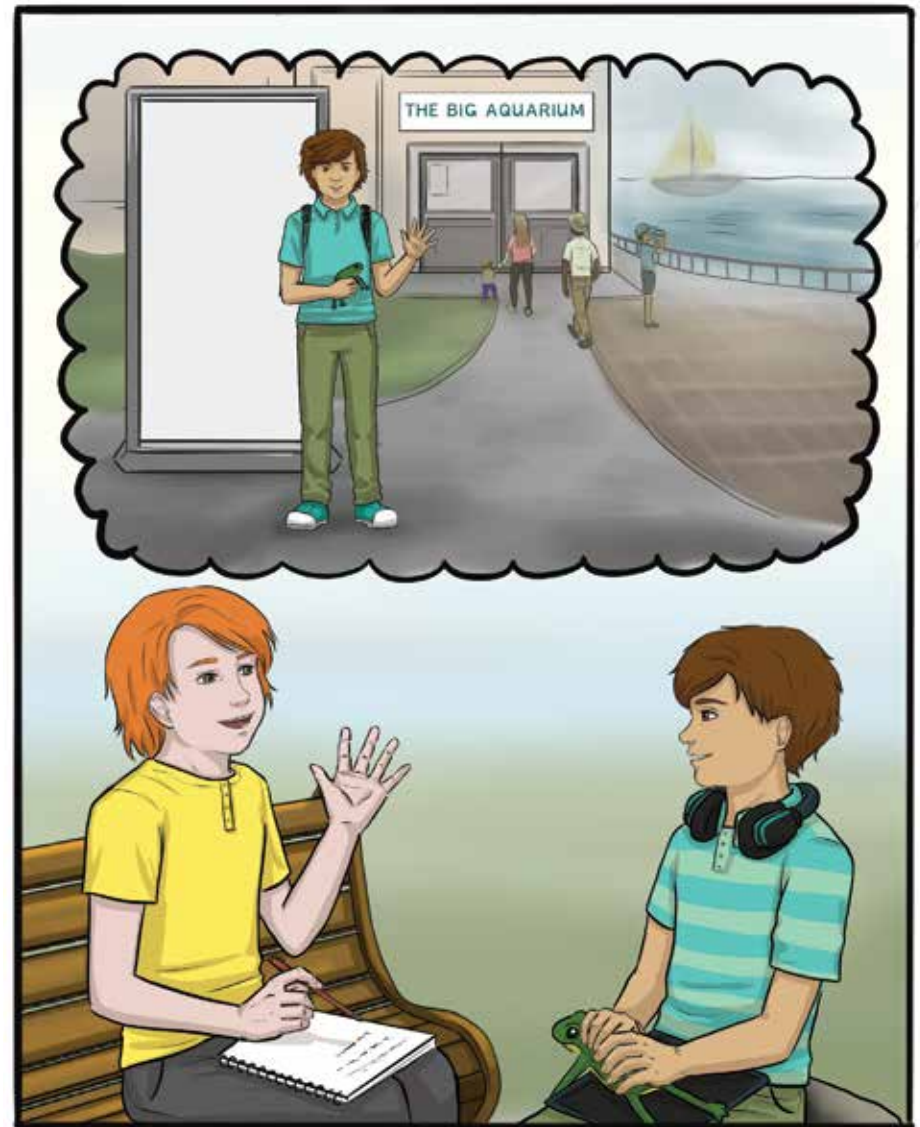
 Okay, let's start. Where did your family go on vacation?


 We went to Baltimore, Maryland.




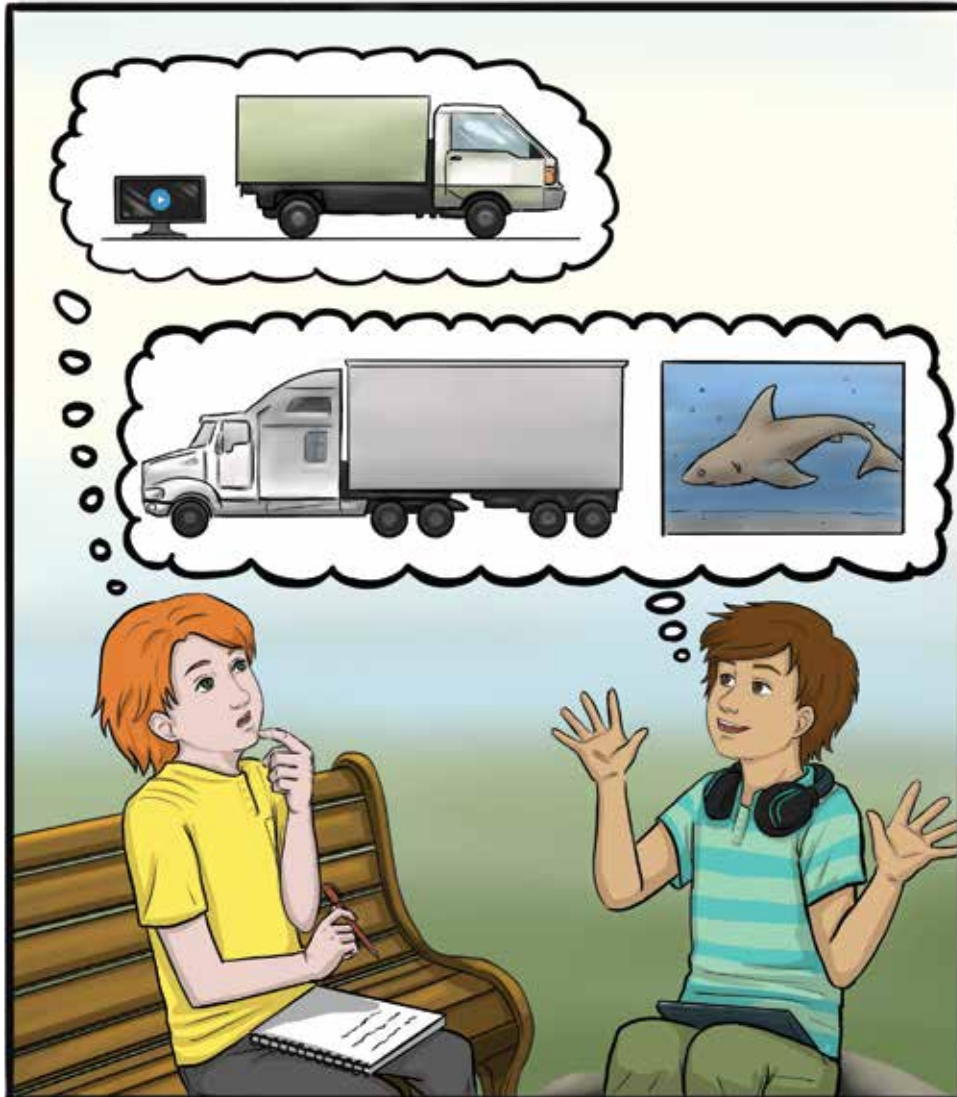
 That sounds nice. Did you visit The Big Aquarium?


 Yeah, we did.




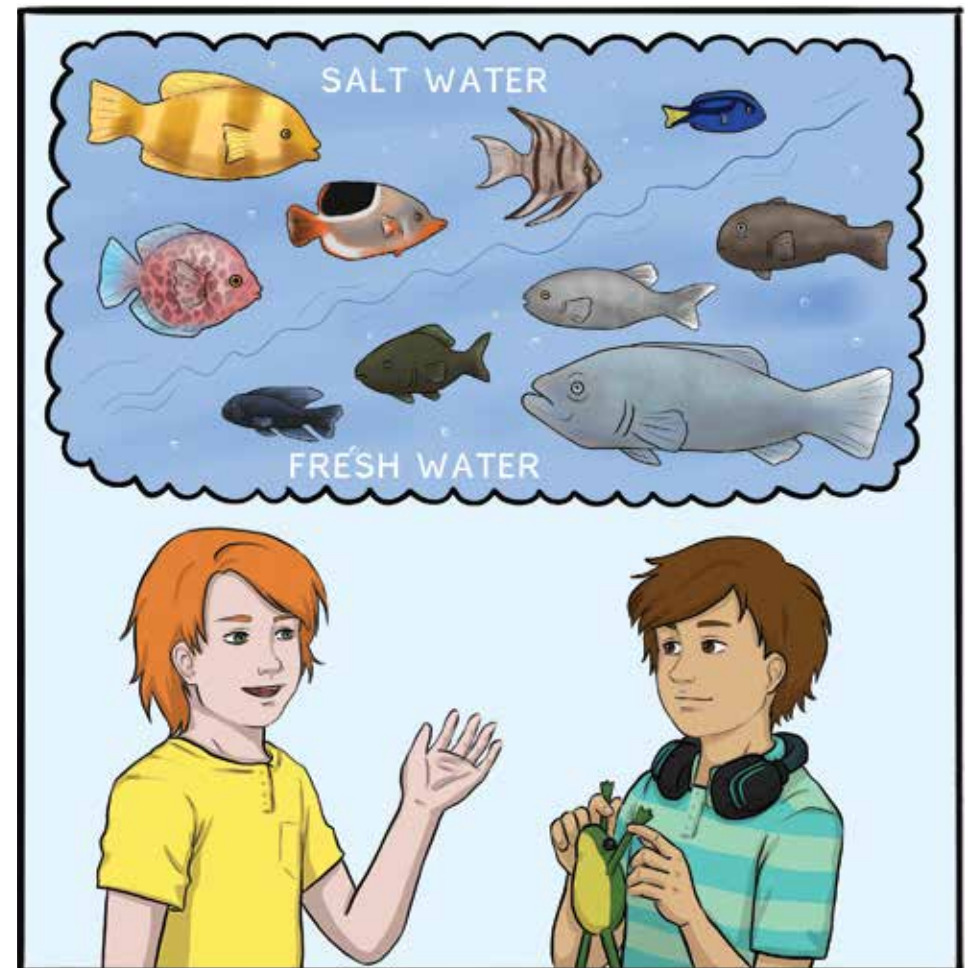
 Were the fish tanks big like a truck, or were they small like a TV?

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





 So, did you see lots of fish?

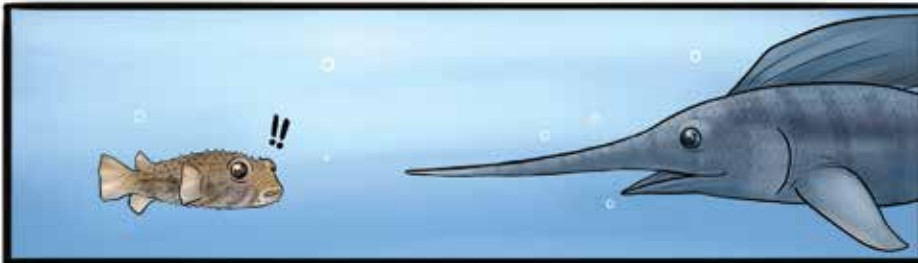
 Yeah, I did—many different kinds. Some were the same color as the rocks: gray, brown, and black; some saltwater fish were really bright colors with stripes or spots.






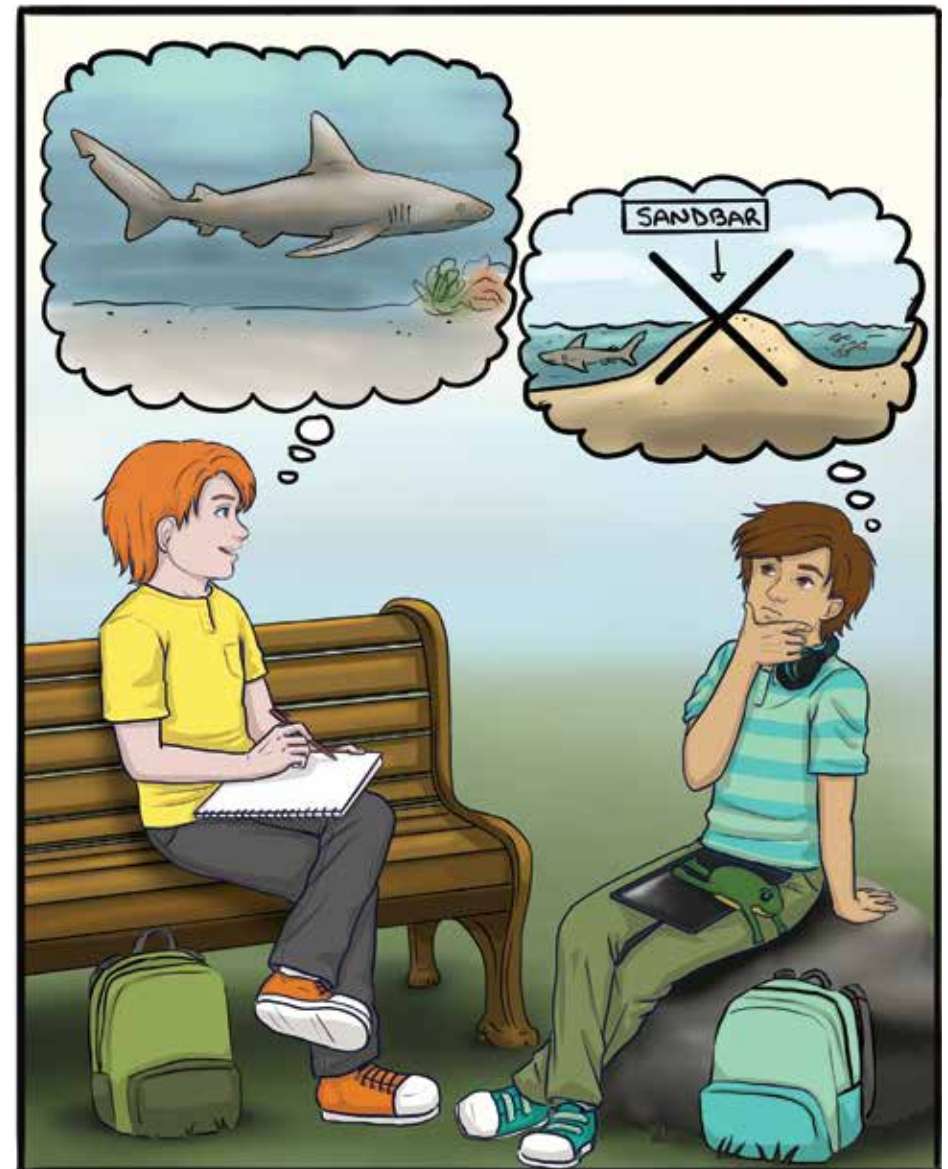
 What fish was your favorite?

 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?

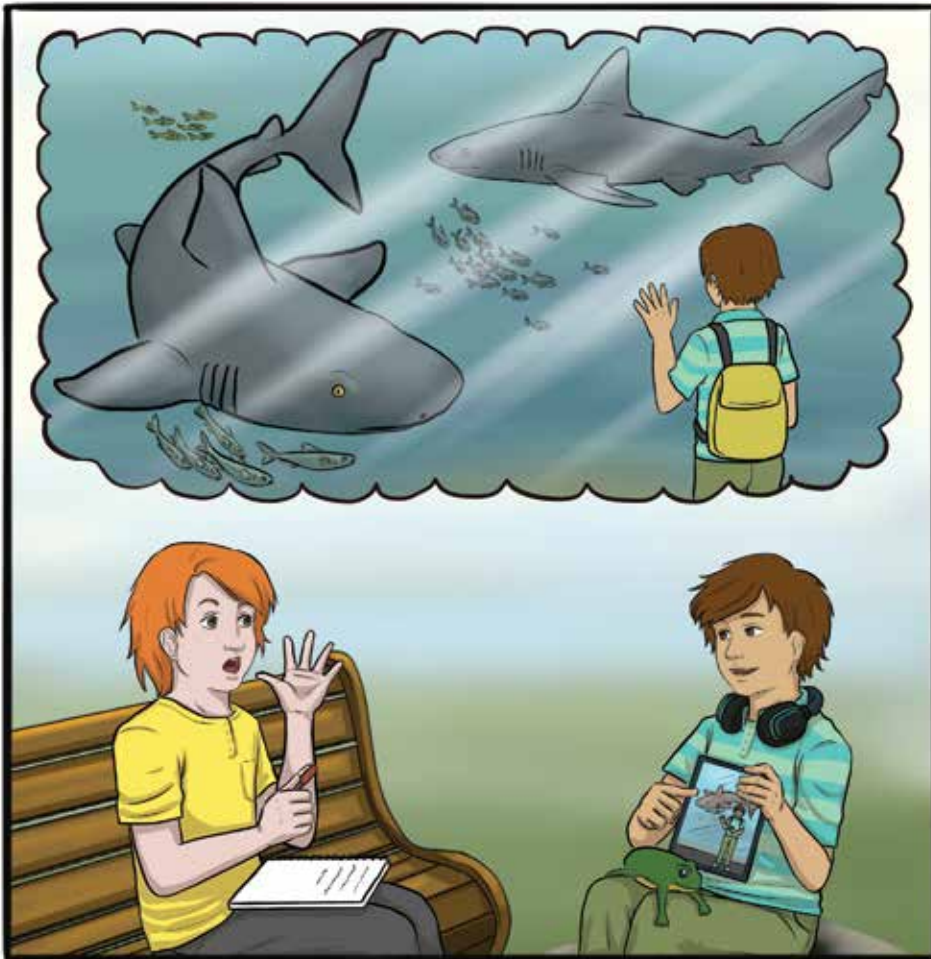
 Yep. I liked the sandbar shark. But I didn't see any sandbars.







 Sharks can be scary.  
Were you afraid?


 Nah, it's really safe at the aquarium. The sharks are easy to see, 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.




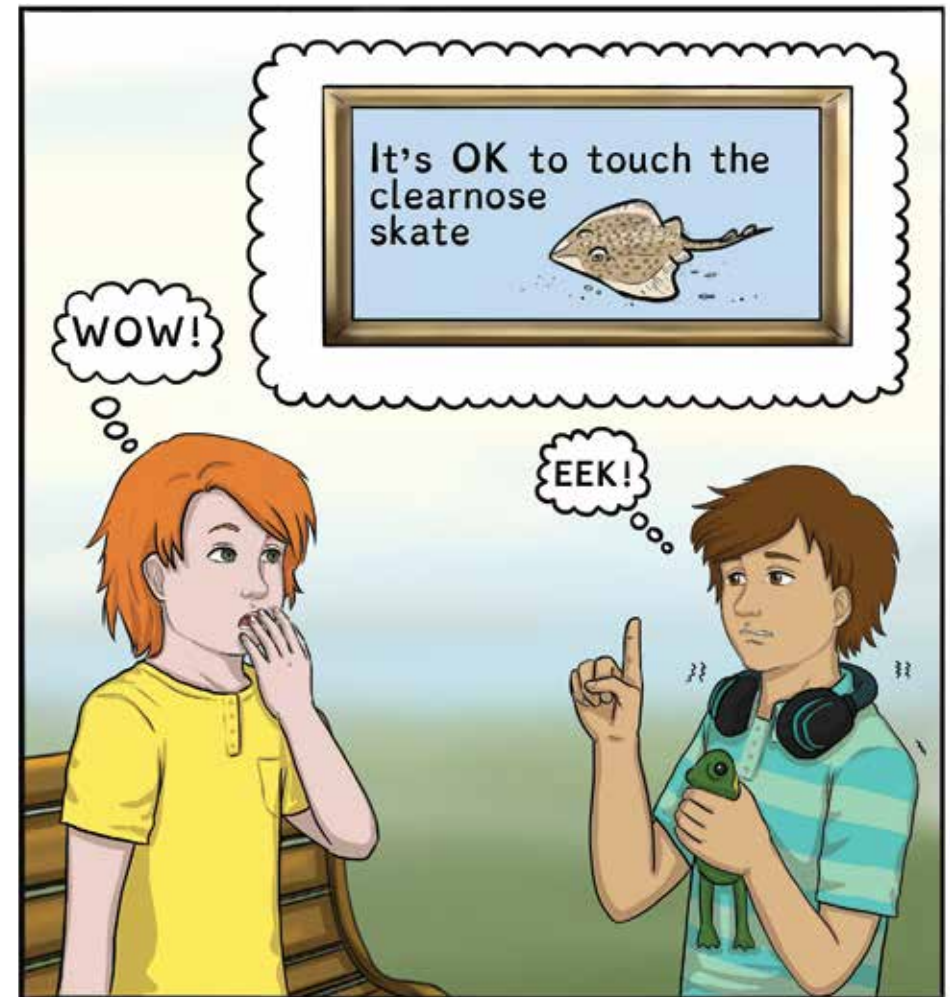
 Did anything surprise you?

 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!




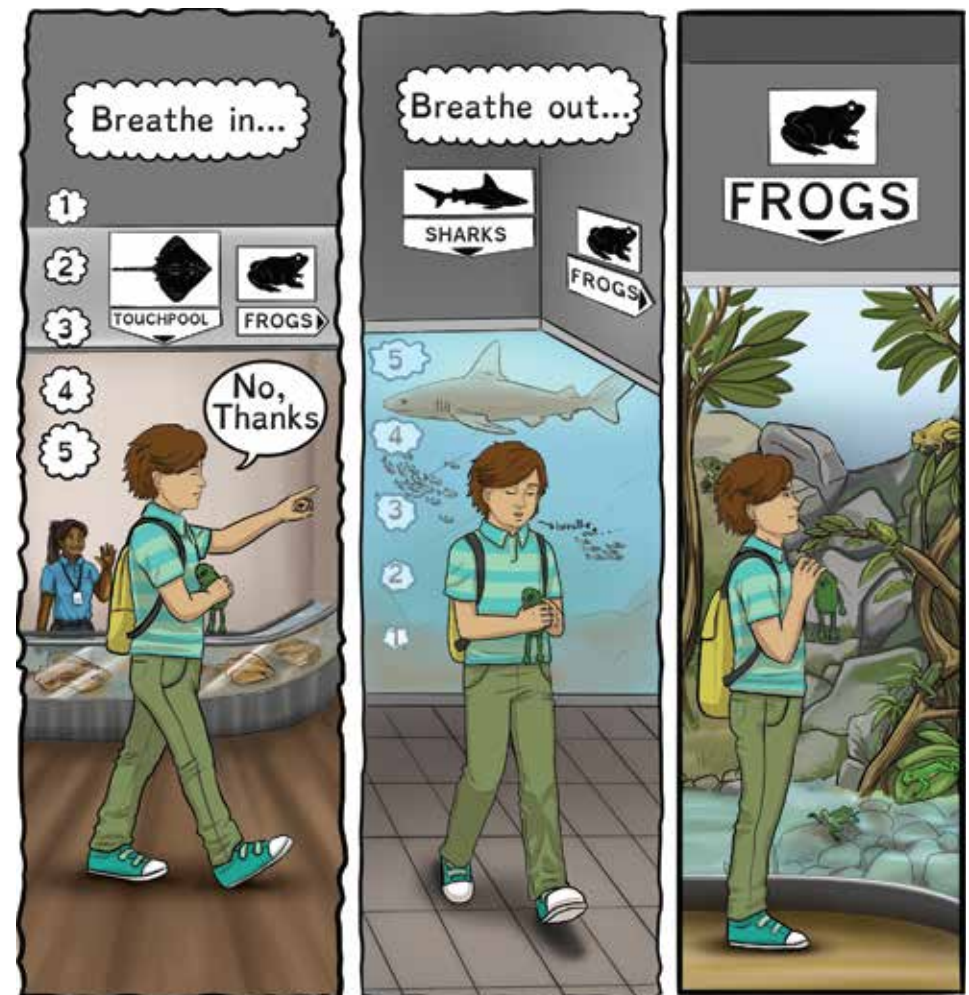


 So, what did you do?

 I remembered to hit **PAUSE** in my head...like in my video games, so I could think about what to do instead 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.





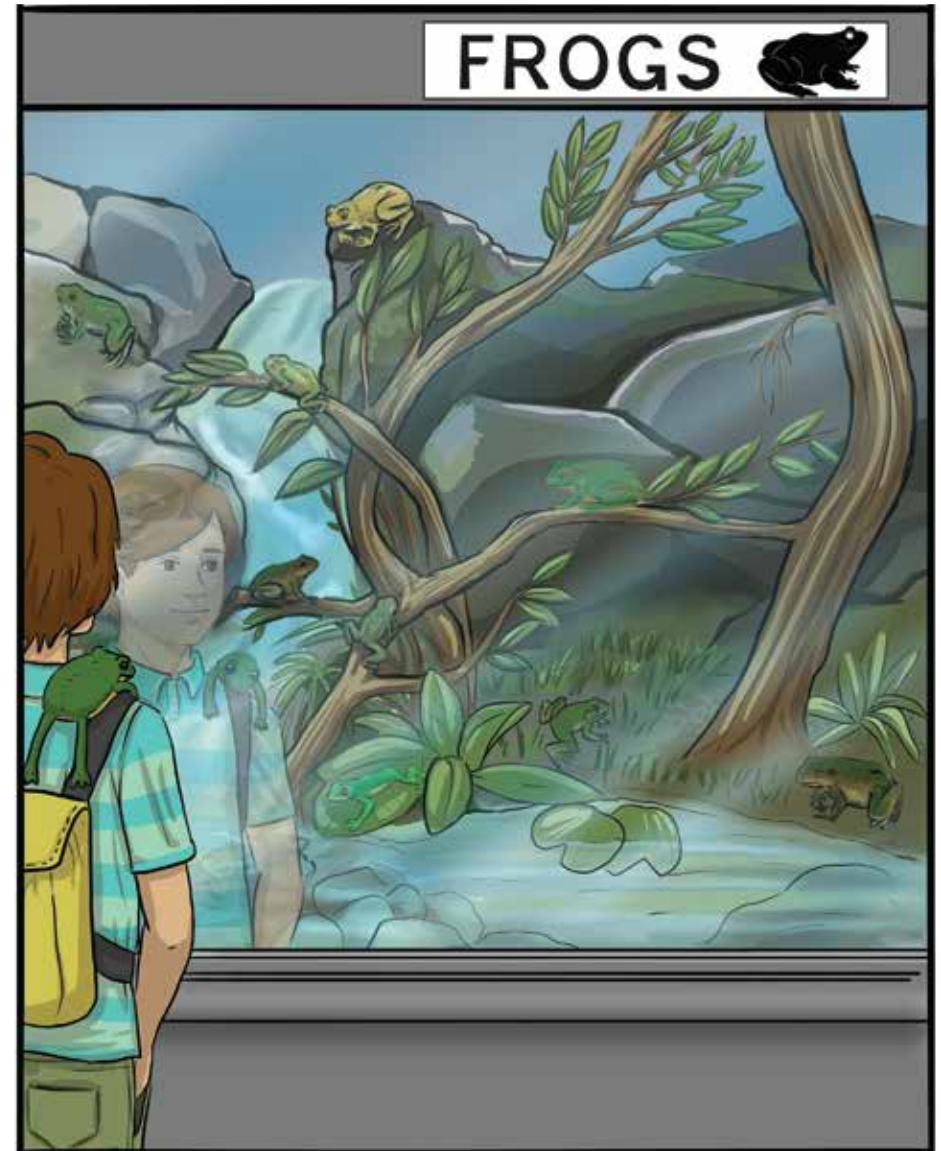
 Oh, that's good.

 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 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?

Yes or No

Have I seen turtles?

Yes or No



Have I seen fish?

Yes or No



Have I seen sharks?

Yes or No



Have I touched sea life?

Yes or No



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



What's Next?

1. Keywords






2. Pause and think ahead.

3. Alex talks with Jordan in the library.

4. Jordan researches sealife.

5. Chapter 2: The Report

Five Sea Animals Who Live In or Near the Eastern USA

-  American bullfrog
-  Diamondback terrapin (turtle)
-  Striped burrfish
-  Sandbar shark
-  Clearence skate





## Keywords

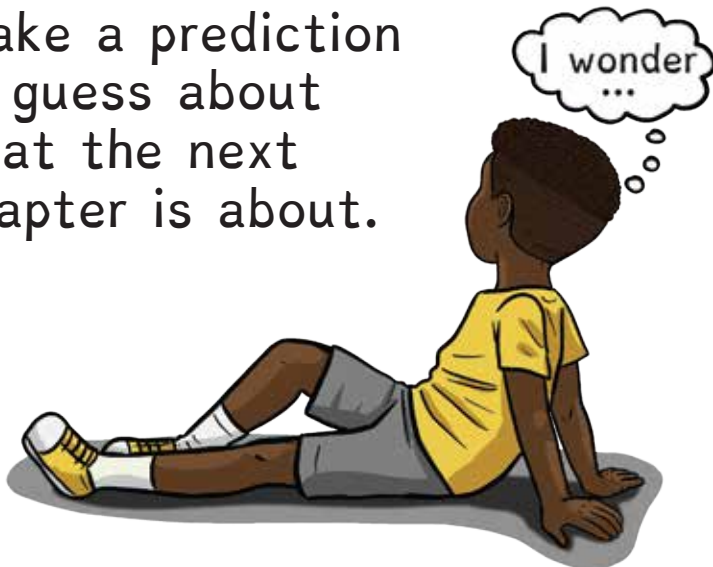
caption    heading    table  
diagram    research    trait

These words are important in the next section. If they are 'new to you,' the definitions are in the Glossary on page \_\_.



Pause and think ahead.

- ✓ Where might Jordan find some information?
- ✓ Make a prediction or guess about what the next chapter is about.



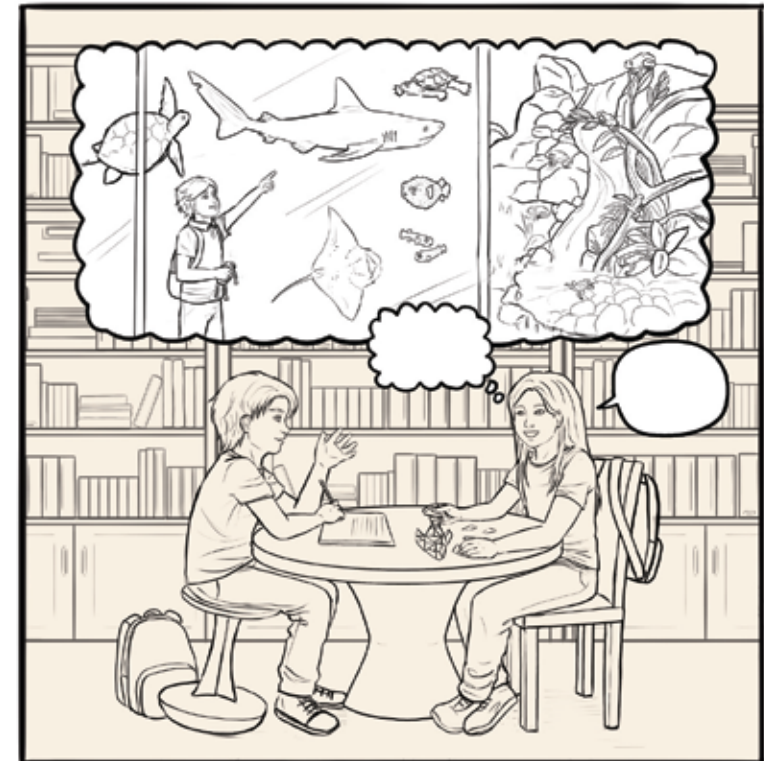
Alex talks with Jordan in the library.

"Hi, Jordan," Alex said.

"Did you know that Stephen went to the aquarium and saw frogs, turtles, fish, 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 sealife.

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



- ✓ American bull frog 
- ✓ Diamondback terrapin (turtle) 
- ✓ Striped burrfish 
- ✓ Sandbar shark 
- ✓ Clearnose skate 



Jordan creates a report about her research findings.






The animal traits are displayed with headings, drawings, captions, diagrams, tables, and a map.

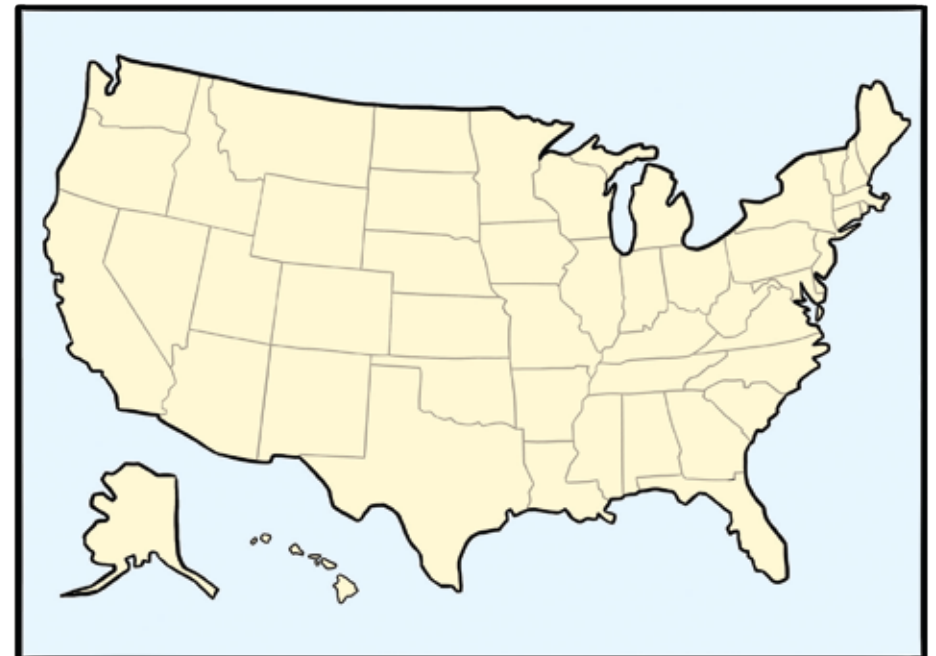


## The Report

Five Sea Animals Who Live in or Near the Eastern USA The map shows the location where the animals live in nature.

Map Key:

-  American bullfrog
-  Diamondback terrapin (turtle)
-  Striped burrfish
-  Sandbar shark
-  Clearence skate



# Frog

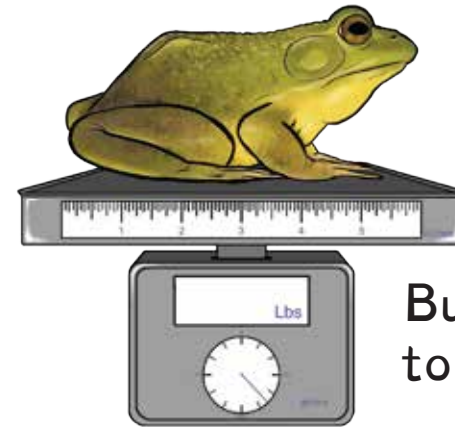
## American Bullfrog



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

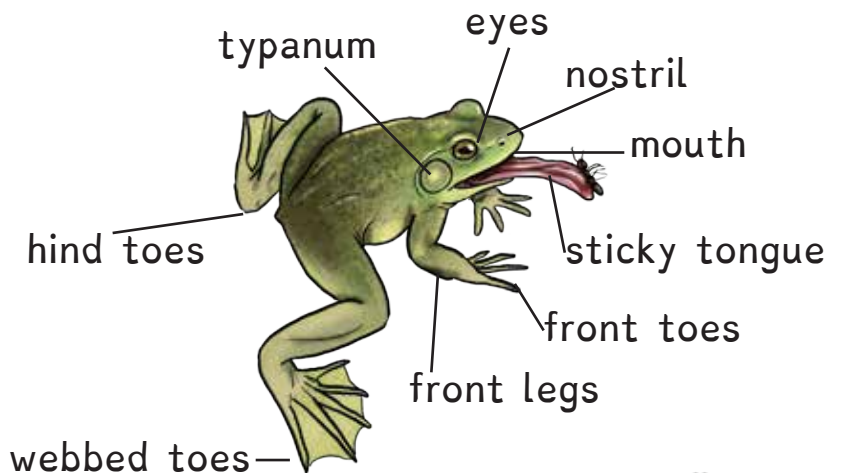
Their skin can be smooth or bumpy.

## American Bullfrog Traits



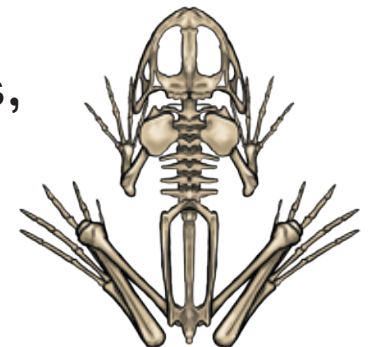
Bullfrogs weight up to 1 lb. (454g.)

They grow up to 4–6 inches long.



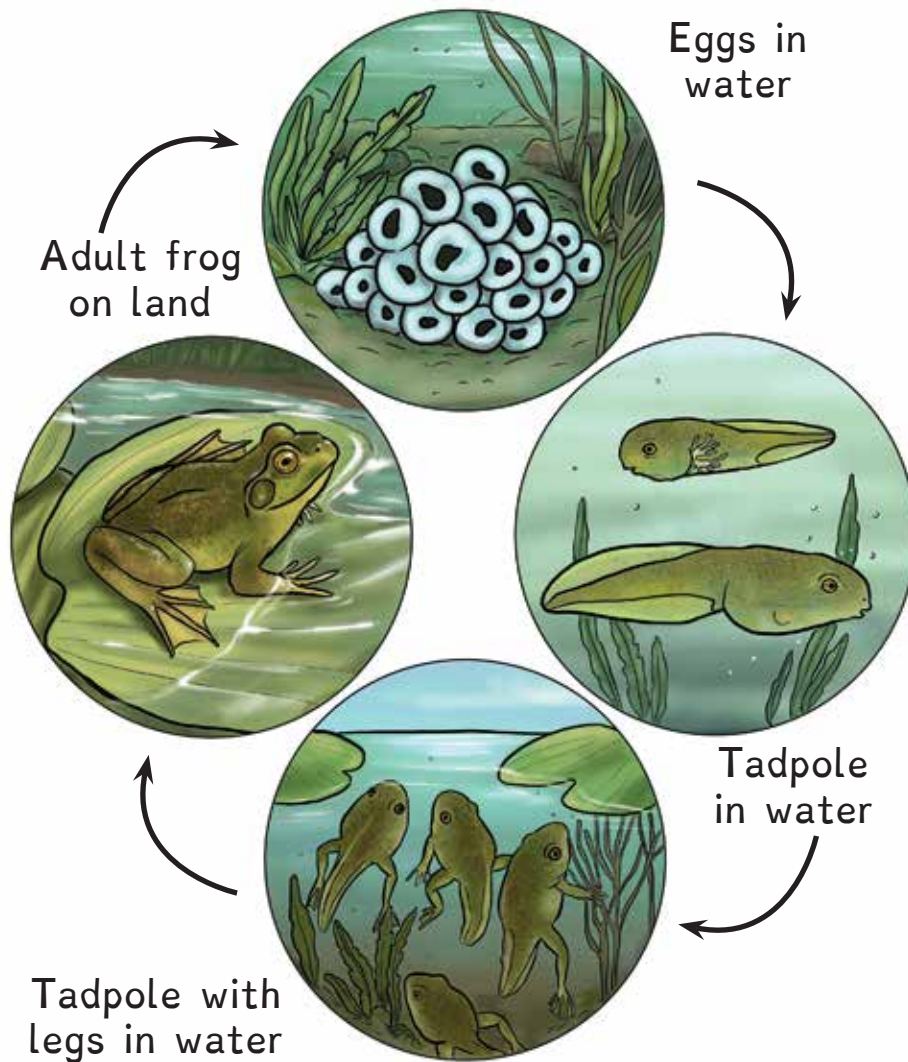
Full Grown: hind legs, toes, abdomen, front legs, eyes, mouth.

Boney Skeleton





## American Bullfrog Lifecycle



Adult bull frogs lay up to 20,000 eggs. They lay their eggs in fresh water: shallow ponds, lakes or slow running water.

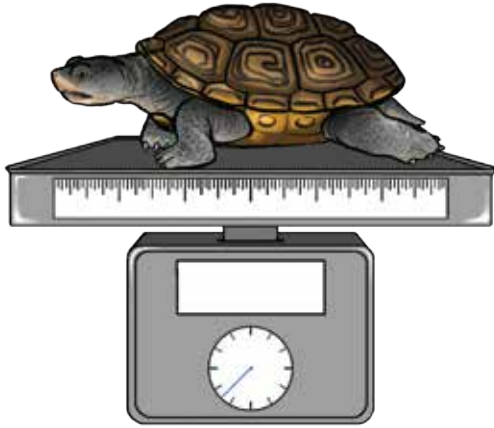
## Turtle

### Diamondback Terrapin

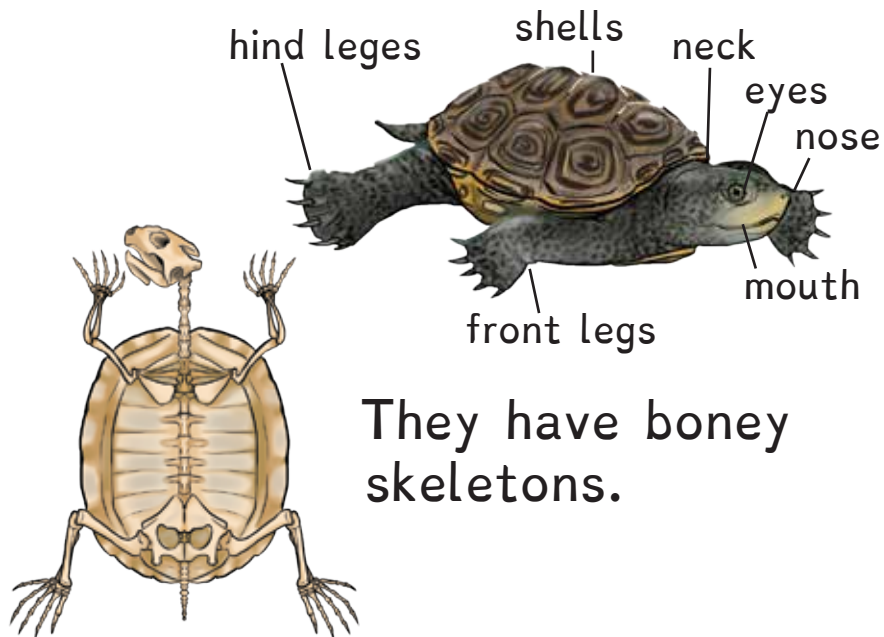


They breathe air into their lungs. They have hard shells covering their back, and scaly skin on their body.

## Diamondback Terrapin Traits

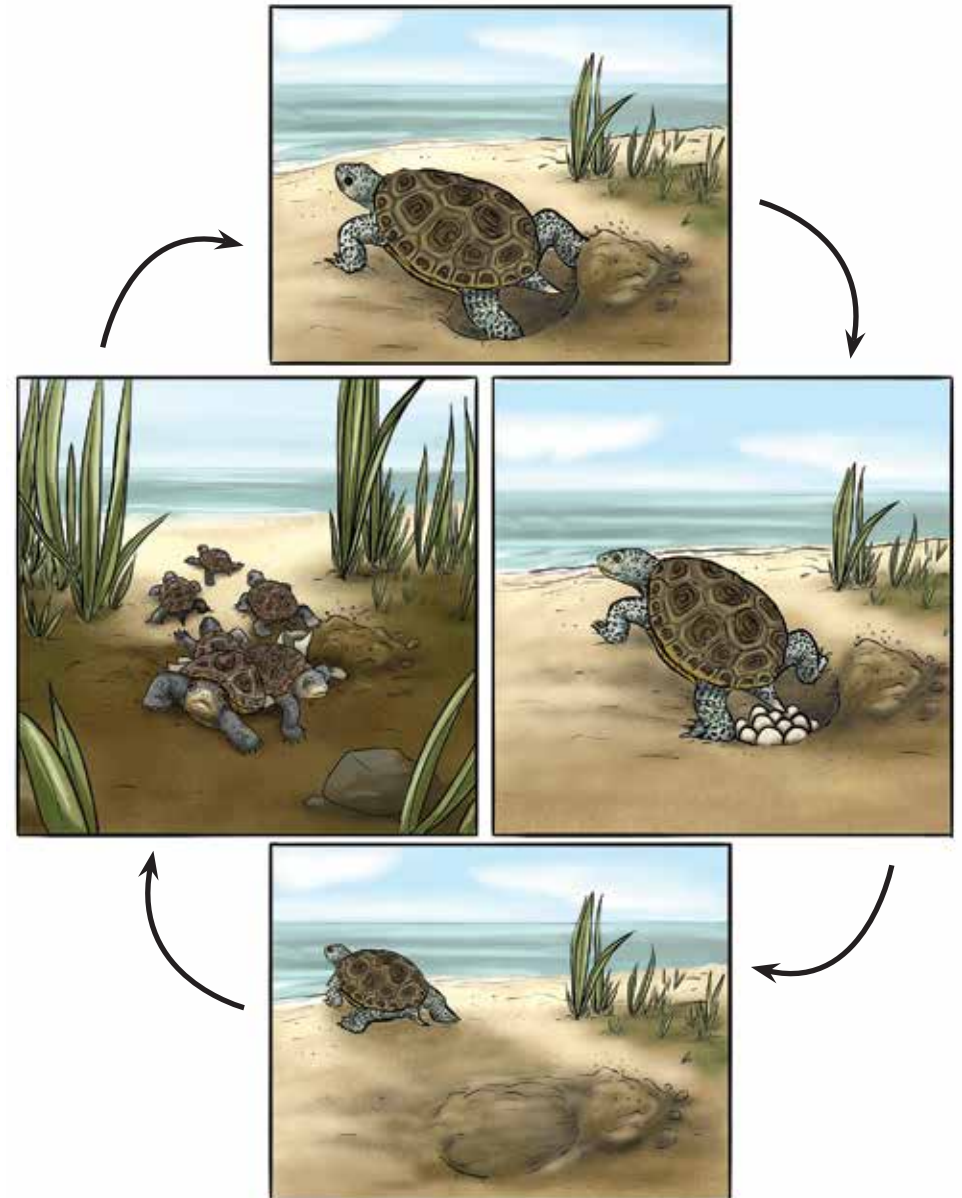


Males grow up to 5.5 inches long; females grow up to 11 inches long. Their average weight is 1.6 lbs./720g.



They have boney skeletons.

## Diamondback Terrapin Lifecycle

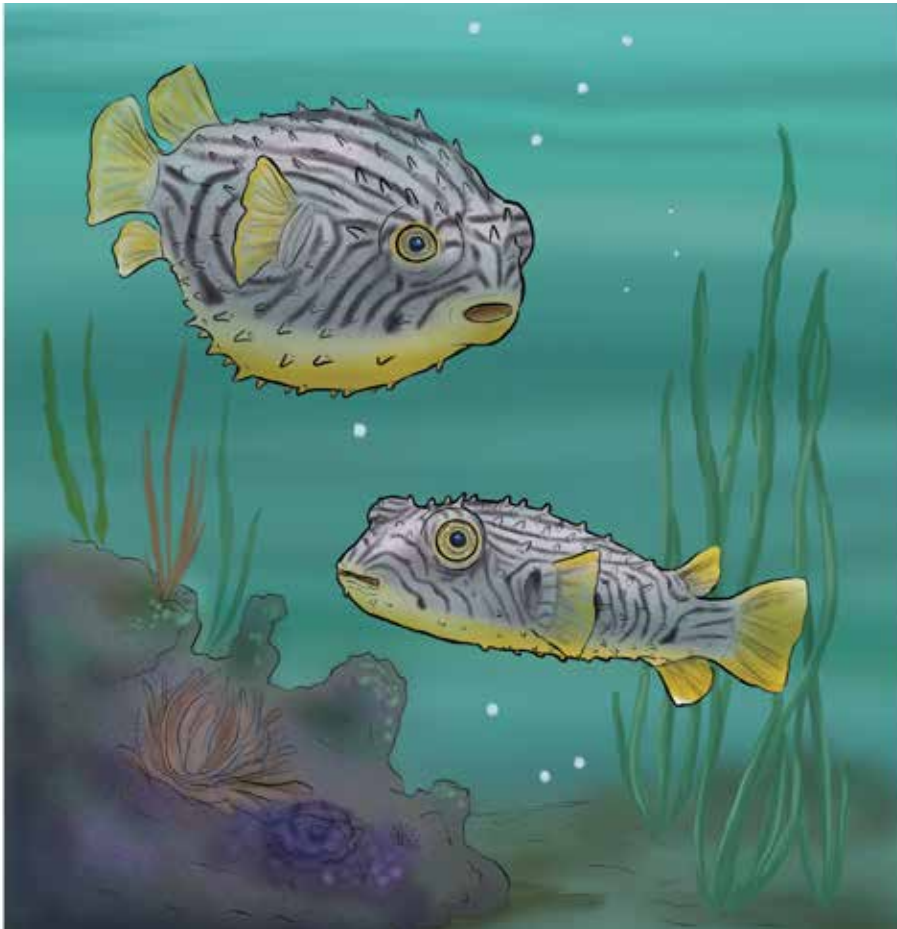


Adults lay from 4 to 22 eggs in nests that they create on land.



# Fish

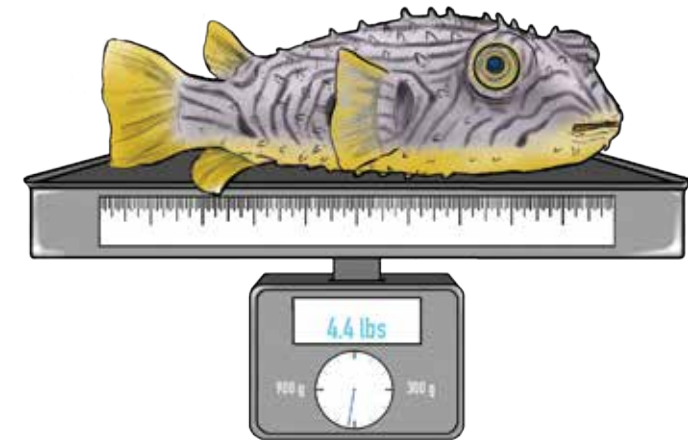
## Striped Burrfish



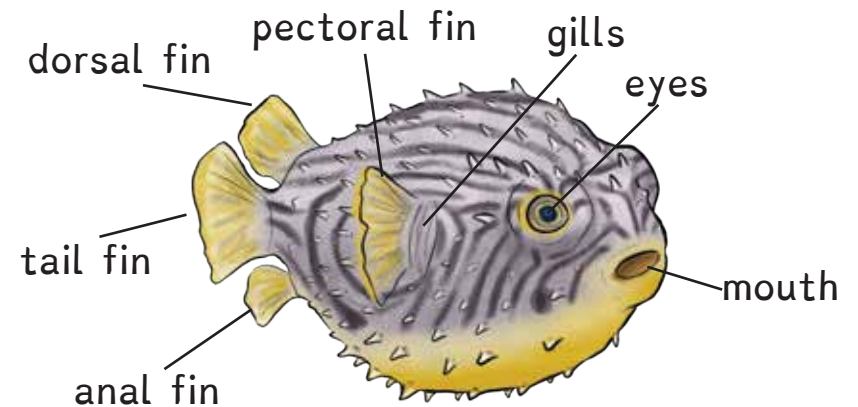
They breathe oxygen through their gills.

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

## Striped Burrfish Traits



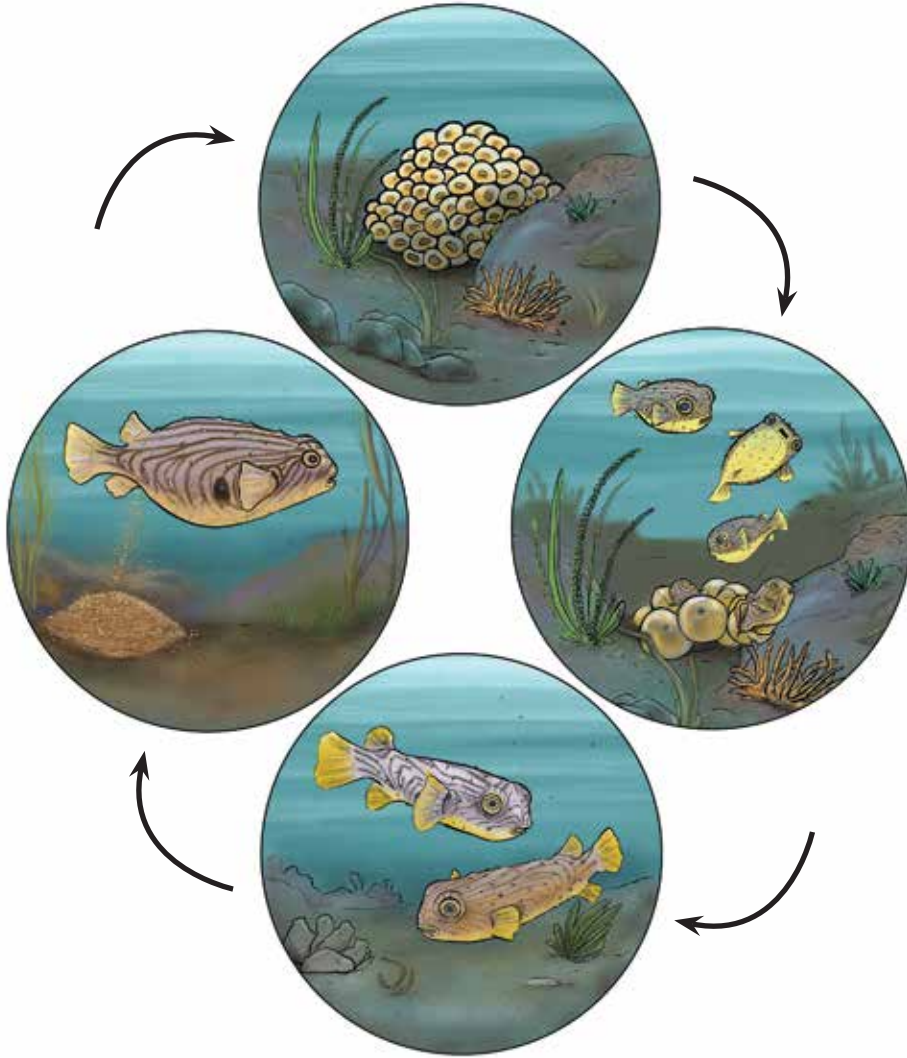
They grow up to 10 inches long. Their average weight is 1.4 lbs. (630 g.)



They have boney skeletons.



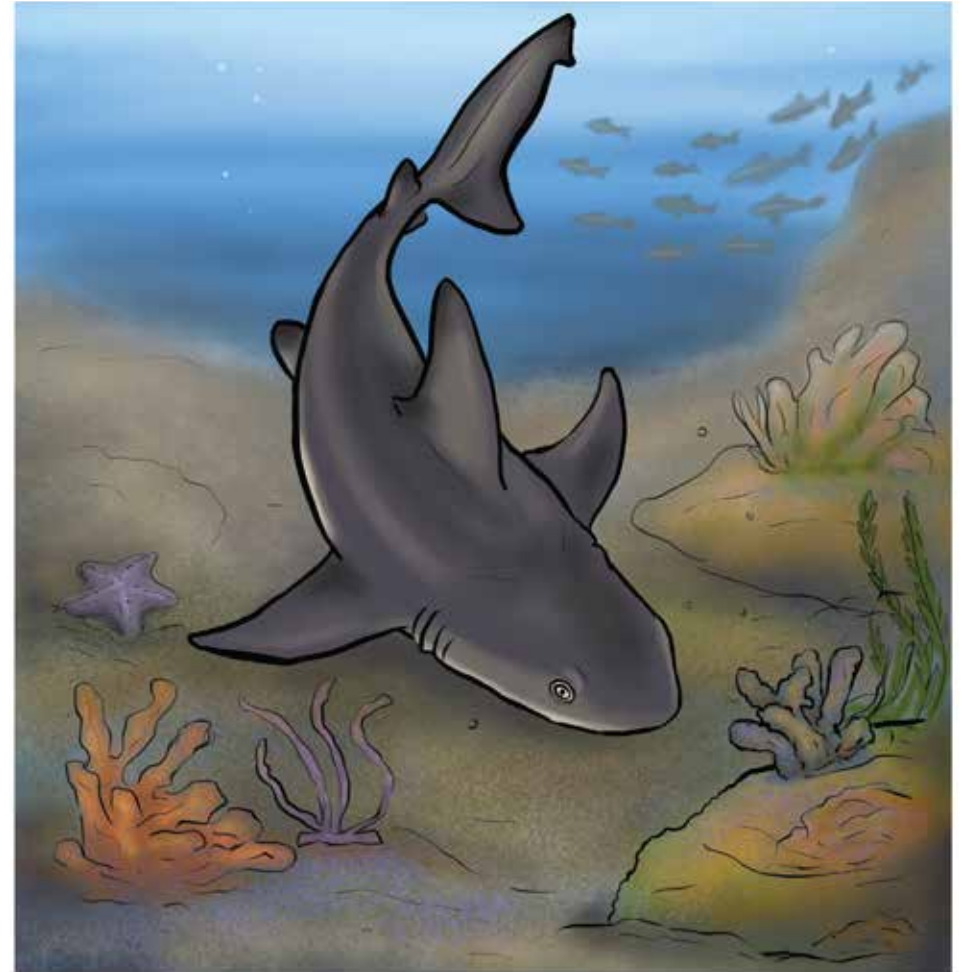
## Striped Burrfish Lifecycle



Adults lay eggs in the water.

## Shark

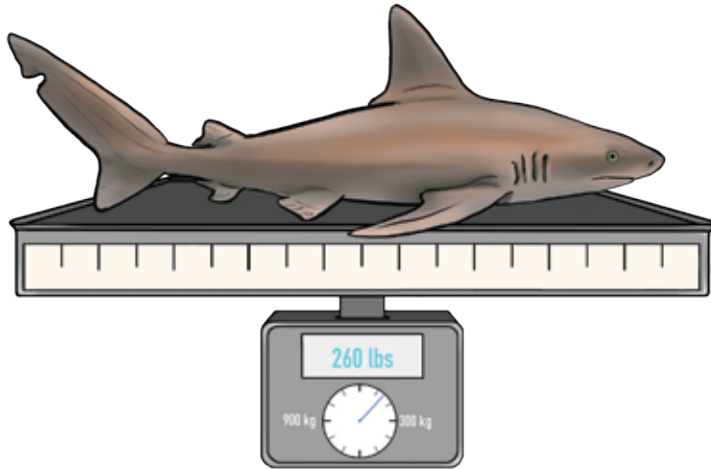
### Sandbar Shark



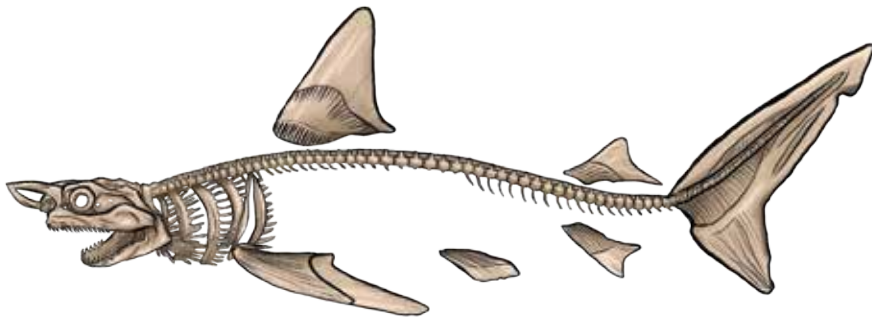
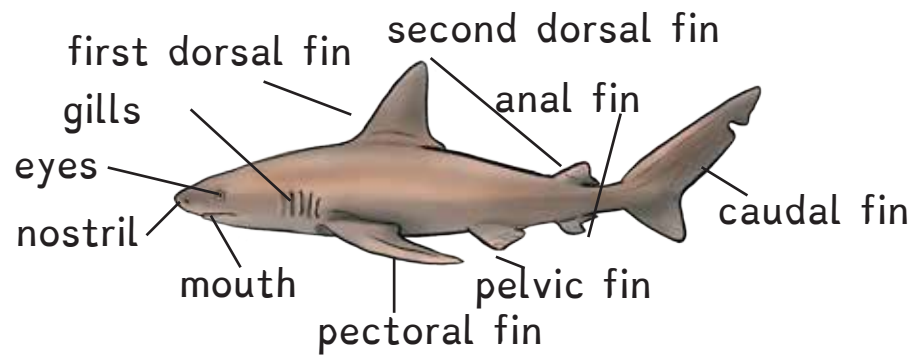
They breathe oxygen through their gills.



## Sandbar Shark Trait

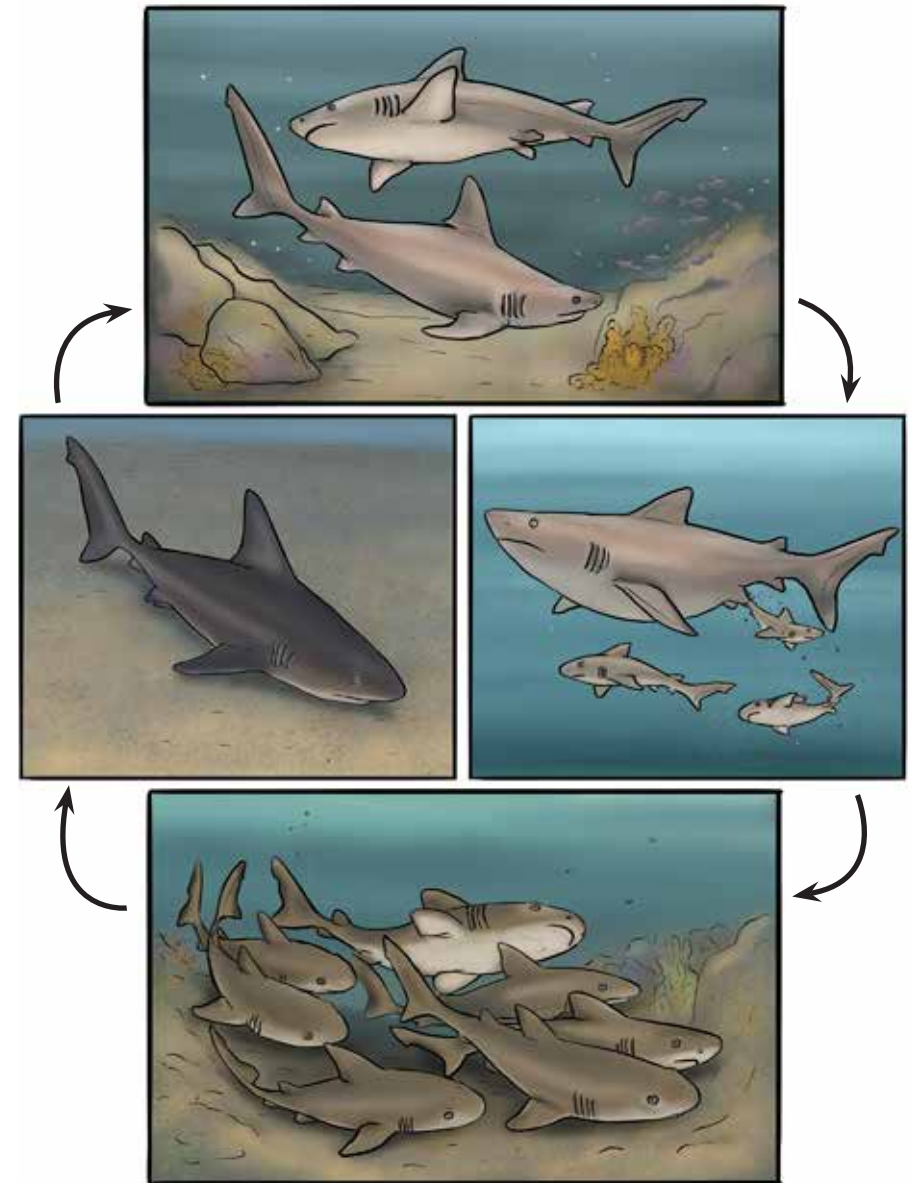


Adults grow to about 96 inches long. They weigh up to 260 lbs. (117.9 kg.)



They have cartilage skeletons.

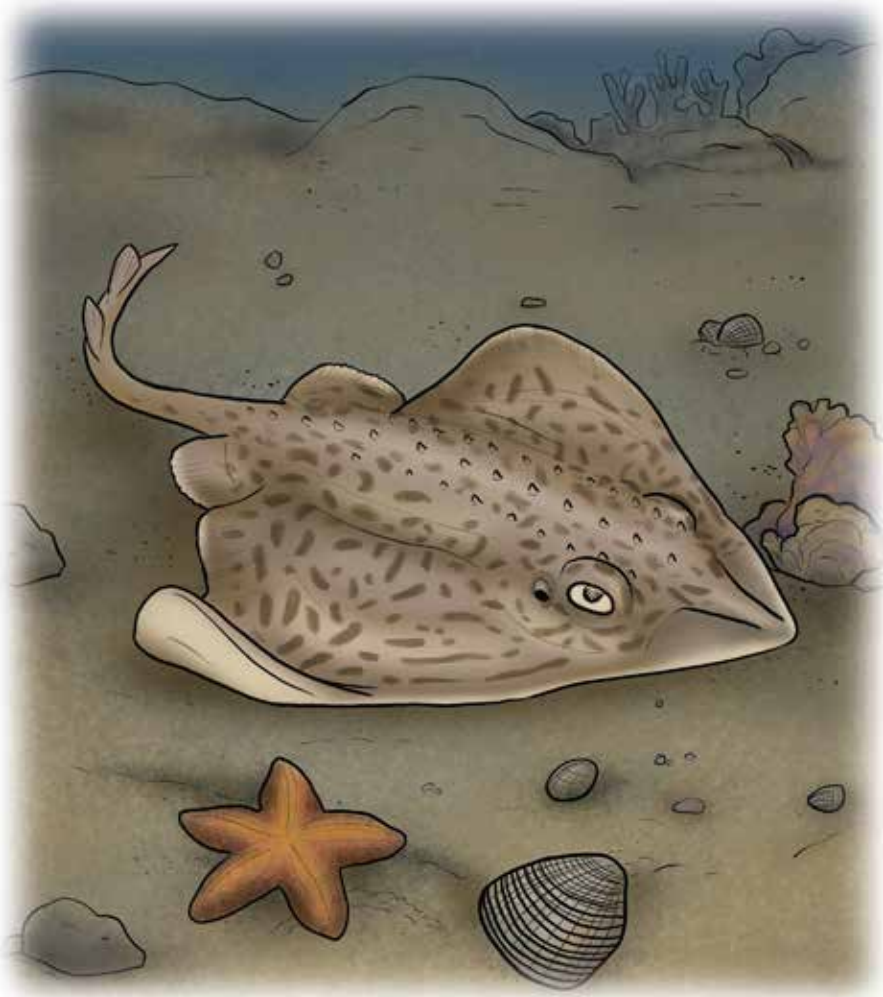
## Sandbar Sharks Lifecycle



Adults have up to 8 pups. The pups are up to 20–24 inches long.

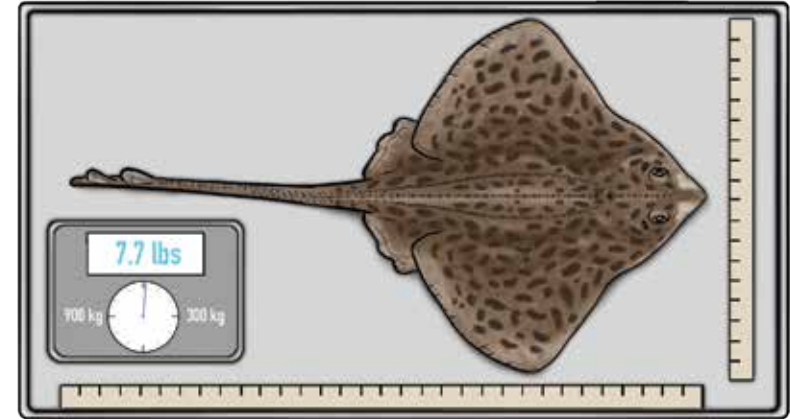
# Skate

## Clearnose Skate

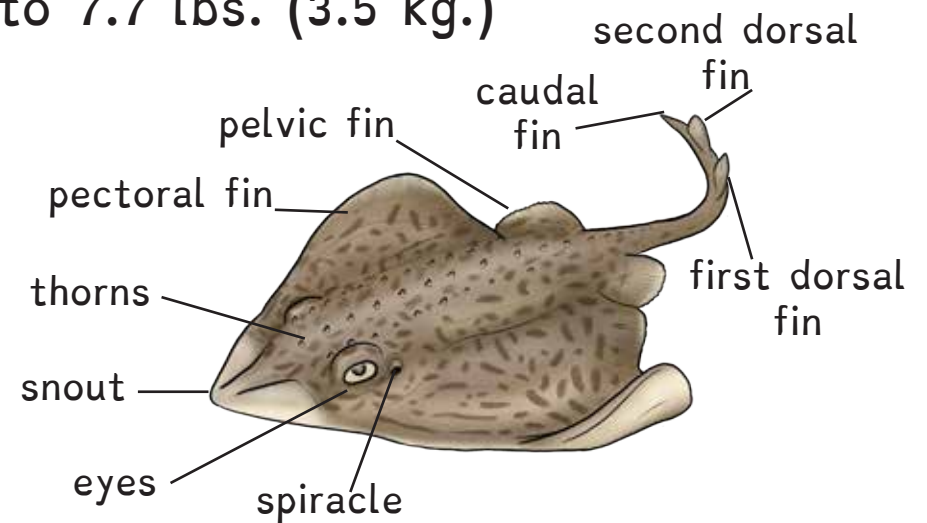


They breathe oxygen through their gills.

## Clearnose Skate Traits



They grow up to 18 inches wide and 33 inches long. They weight up to 7.7 lbs. (3.5 kg.)



They have cartilage skeletons.










## Clearnose Skate Lifecycle



Adults lay up to 60 eggs.

A Compare and Contrast chart shows what the adult-aged animals have in common and how they are different.

### Compare & Contrast:

	 Fish	 Sharks	 Skates	 Terrapin	 Frogs
Boney Skeletons	X			X	X
Cartilage Skeletons		X	X		
Born alive		X			
Egg Hatched	X		X	X	X
Breathes air				X	X
Have gills		X	X		



Pause and think back

1. Think back, or reflect, about the reports.

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 sealife?

Yes or No



Have I drawn pictures of sealife?

Yes or No



One thing I would like to research is...



What's Next?

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. Chapter 3: The Story

Stephen's Visit to the Aquarium.







## Keywords

aquarist collaborate edit  
fact habitat  
narrative nonfiction

These words are important in the next section. If they are ‘new to you,’ the definitions are in the Glossary on page \_\_.



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...

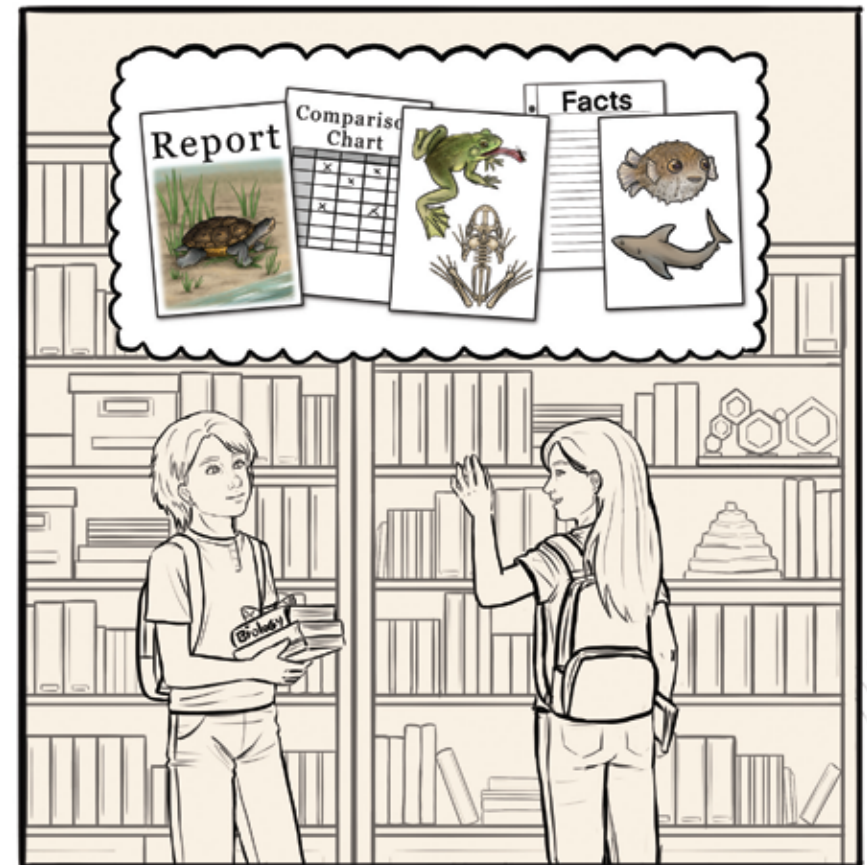
✓ I wonder...



Alex and Jordan talk about the interview and research.

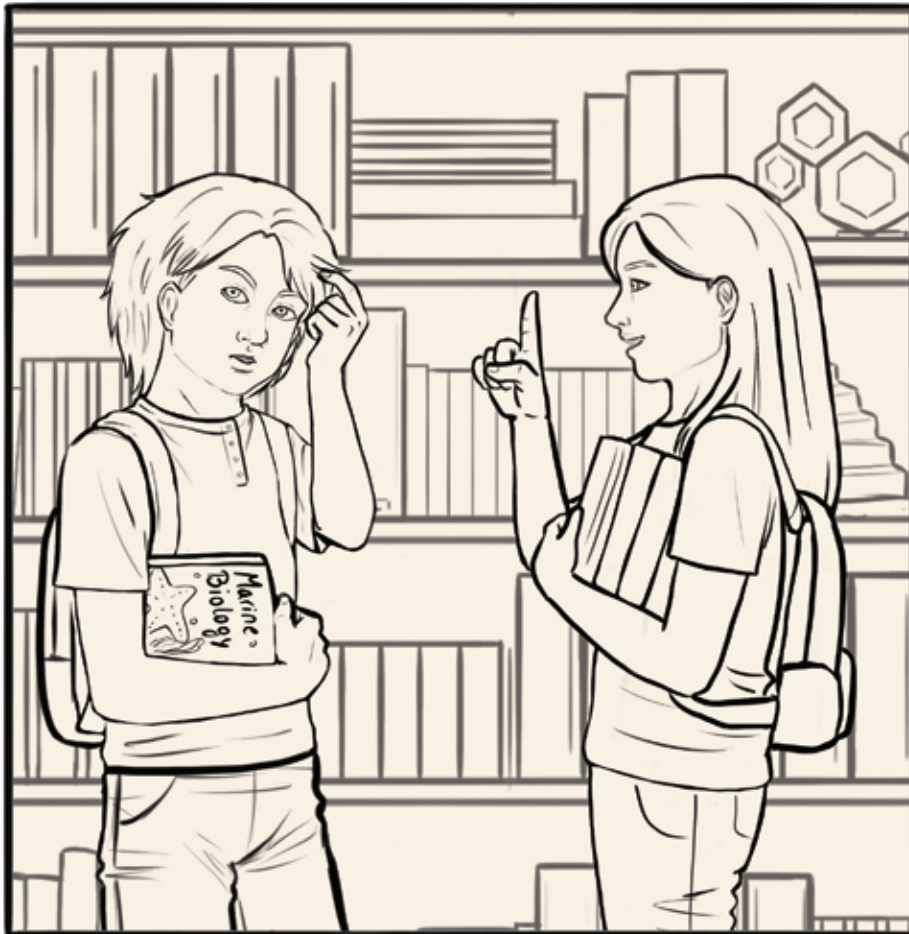
“Hey Jordan, I read your reports—great job!” Alex said. “I like how you organized the facts that you found.

“Thanks!” Jordan said. “I really enjoyed comparing the animals’ traits.



“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 your interview and my 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.”





## They write a story together.

Alex and Jordan took turns sharing their ideas and typing the story. They chose details that move the story forward and skipped things that did not. They were careful to only write true information and facts and that's what makes it is a narrative nonfiction story. A story becomes fiction when some or all elements are made up.



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

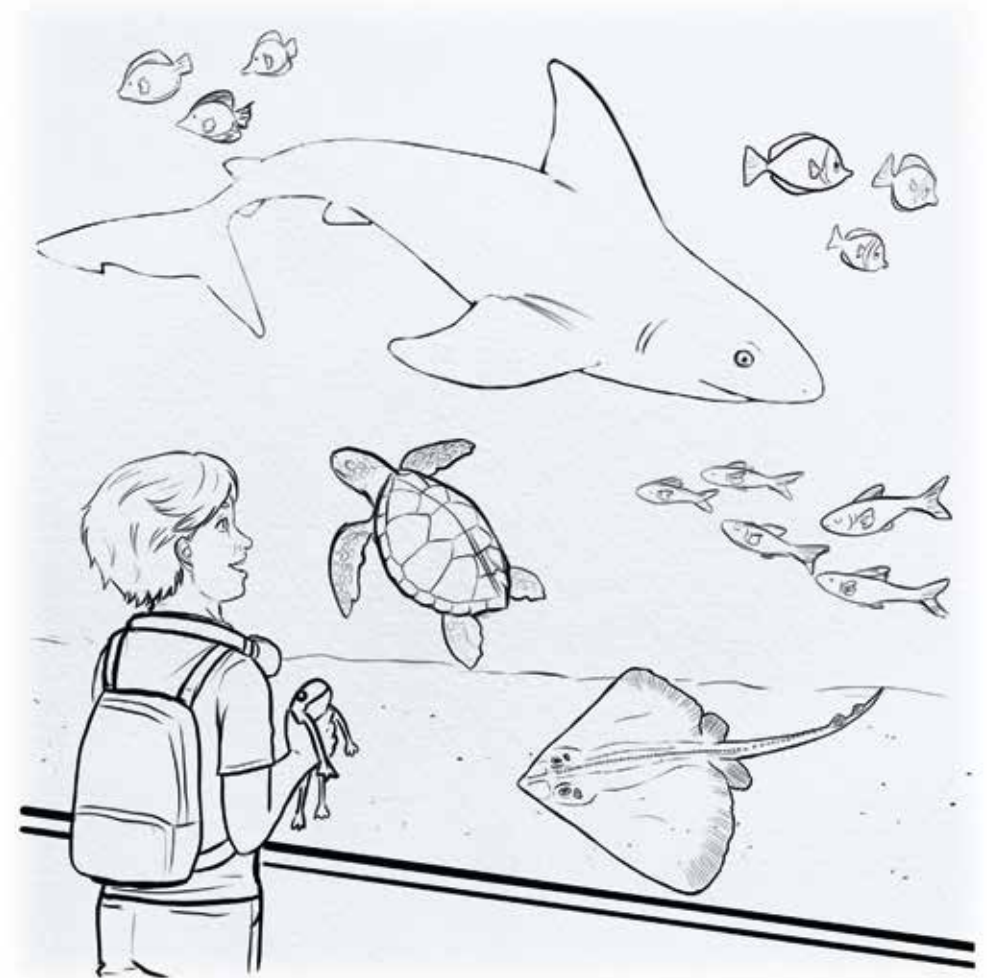
### Stephen Visits the Aquarium

By Alex and Jordan

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

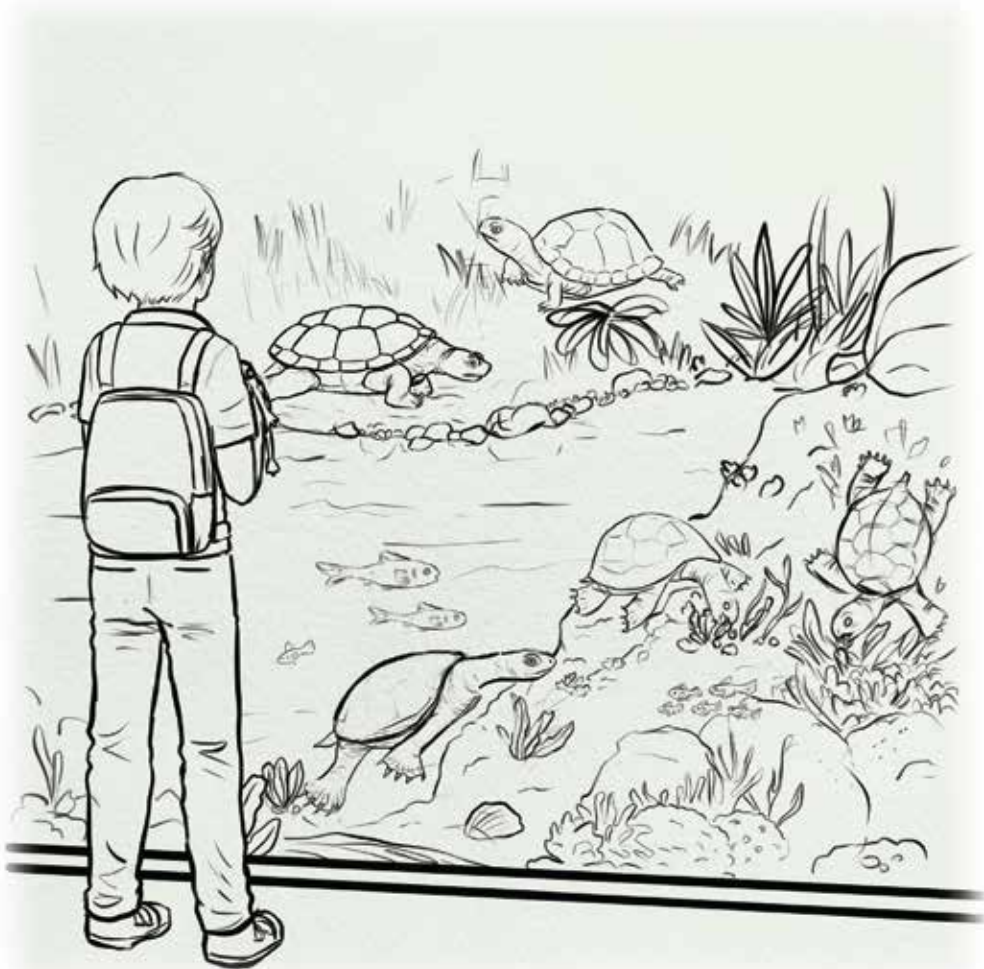


Many kinds of turtles, frogs, fish, sharks, and skates live in the aquarium. When Stephen walked in, he was amazed at how big the tanks were.

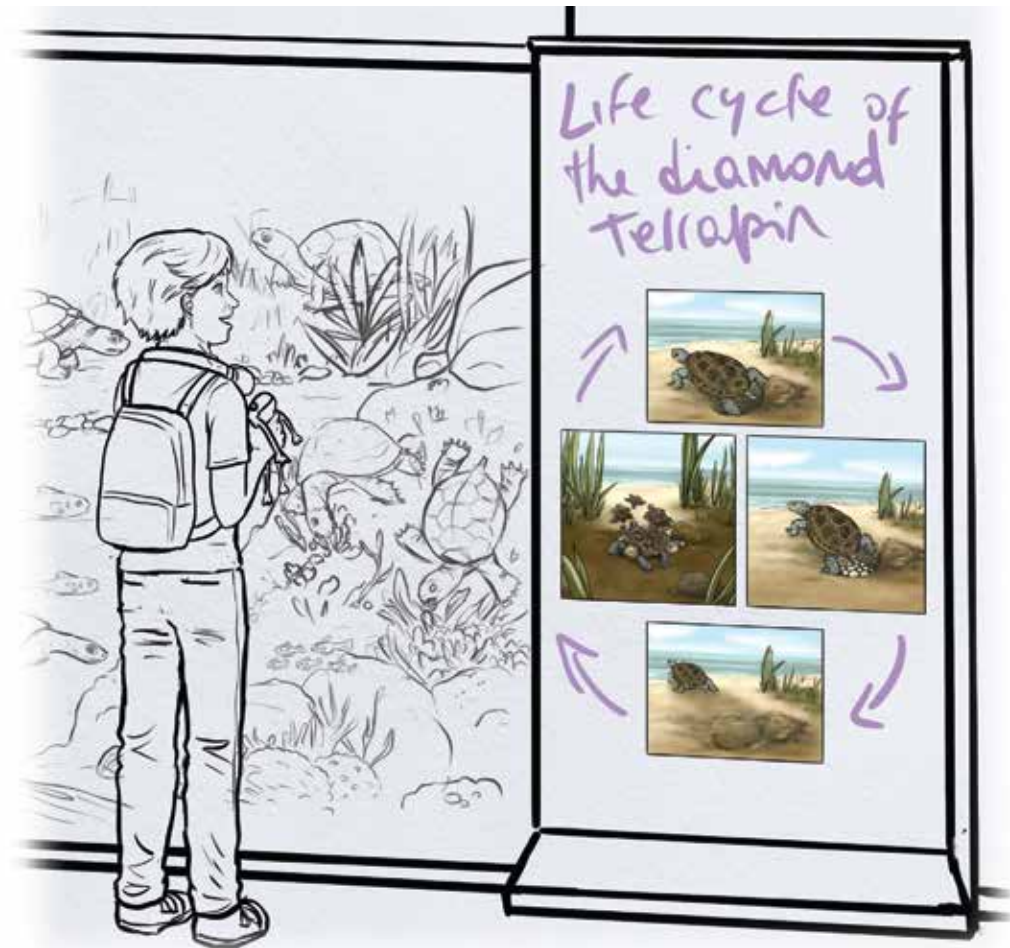




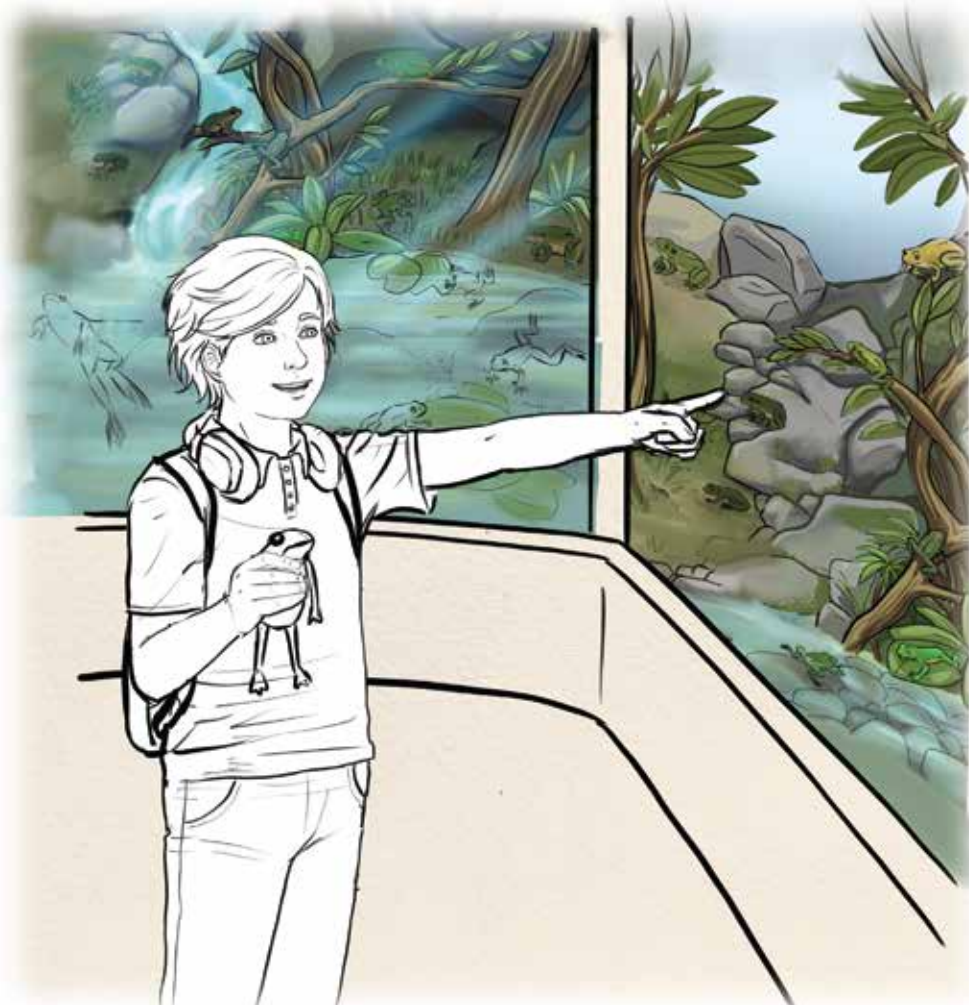
Stephen noticed that some of the turtles had long necks that made it possible for them to reach between the rocks to search for food.



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.



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.

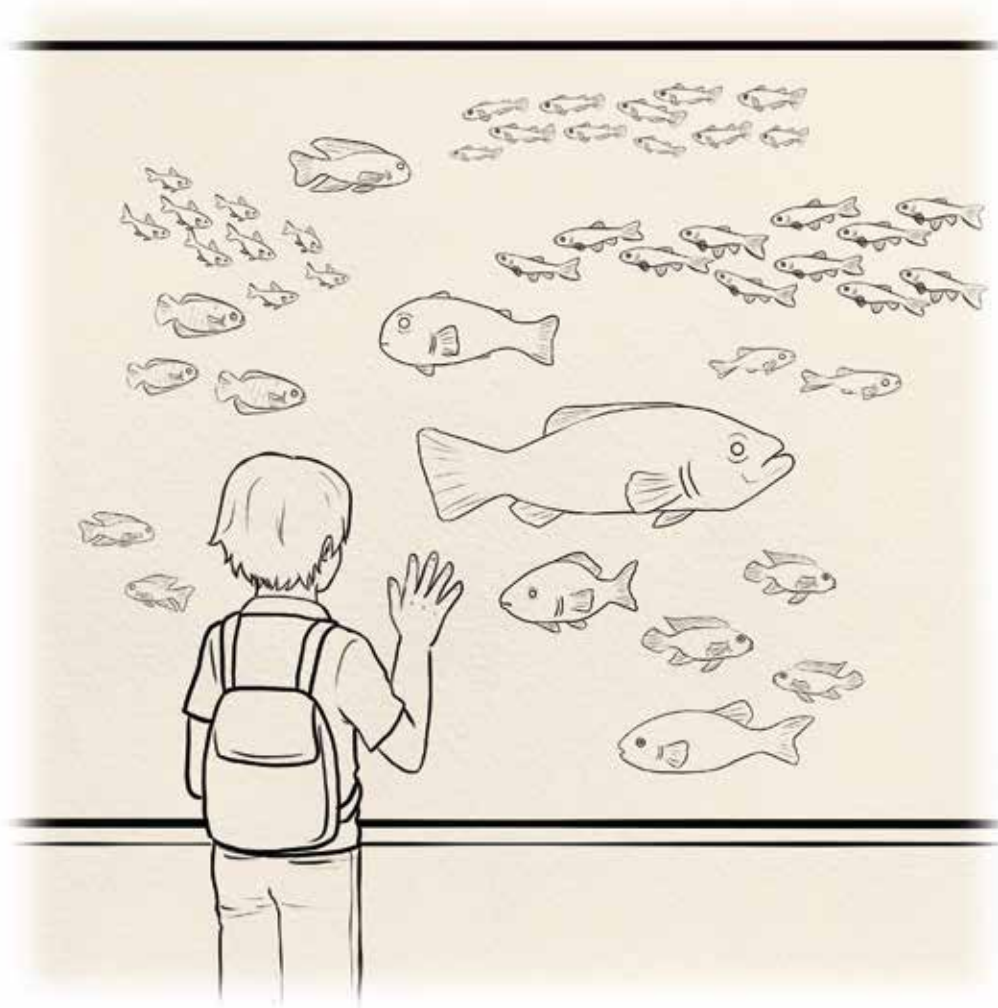


Stephen read a sign explaining that adult frogs live on land and lay eggs in the shallow water of a pond or slow-moving creek. When tadpoles are hatched, they live in the water until their bodies grow legs and lungs. Then they move to the land but stay near the water.

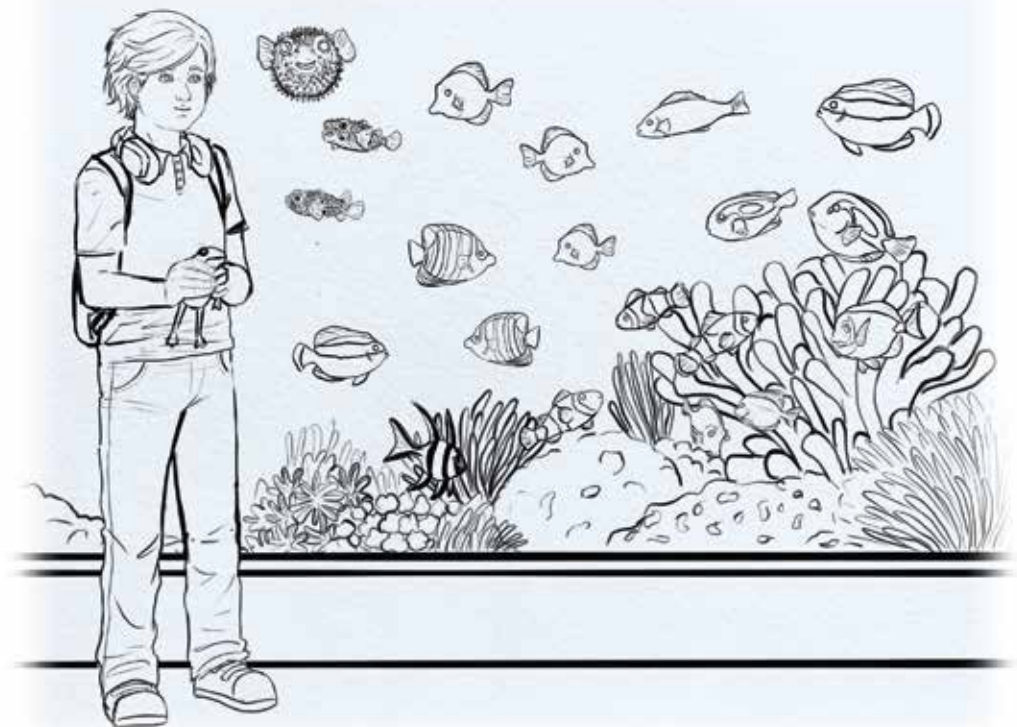
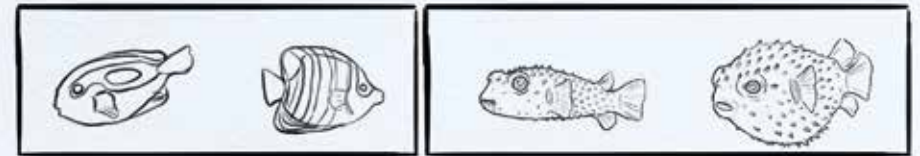




Most of the tanks were filled with fish. Some of the fish swam together in schools, or groups; other fish swam on their own. The freshwater fish were mostly plain-colored and matched the drab colors of their habitat.



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 swims 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.

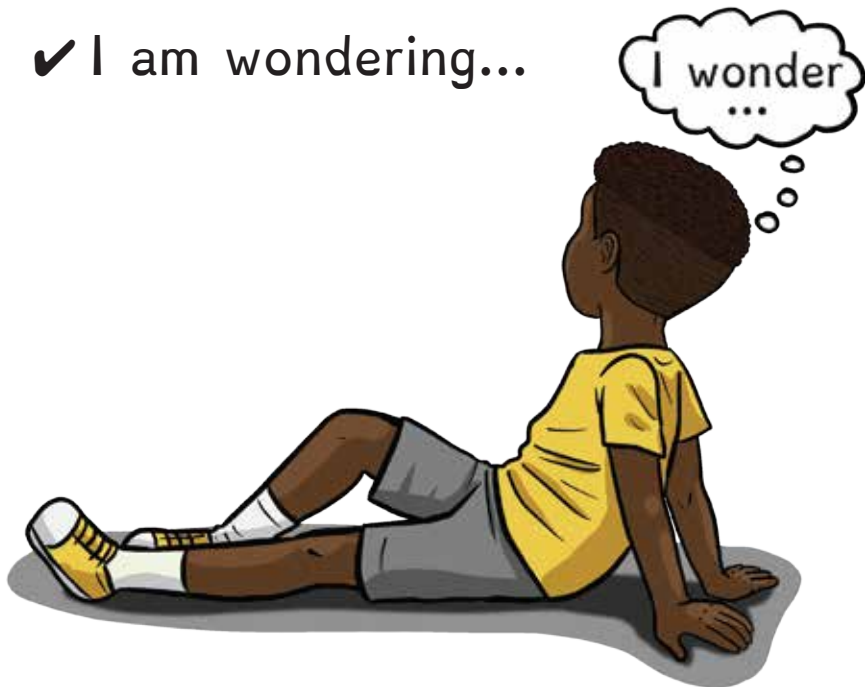




Pause and think back

1. Think back and reflect about the story.
2. Ask yourself these questions.

- ✓ I liked the part of the story where...
- ✓ I was surprised about...
- ✓ I am feeling...
- ✓ I am wondering...







## What's Last?

A letter from Alex & Jordan about the backmatter.



### Backmatter Contents:

- My Story Mountain... page 78 
- My Story Summary... page 80 
- My Look-Back Questions... page 82
- Alex's How to Interview Guide... page 84 
- Nancy Roop's Quick Tips for Adults... page 86
- What's Next for Alex and Jordan?... page 90 
- Glossary... pages 92–95
- Stephen's Quick Tip for Staying Calm... page 96

## A Letter from Alex and Jordan

Dear Reader,

Thanks for reading the interview with Stephen, and also the research report about sea life. I hope you like the story we wrote based on the information we collected.

You can find more information in the next section called back matter. We love back matter because it has true information that helps us understand the book, and sometimes even gives instructions on how to do something! And what's also cool about this section is that you can choose 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: if you ever wanted to respond to an author or illustrator about a book you have read, now is your chance! The publisher created an interactive webpage for us: [DevelopmentalTexts.com/AlexAndJordan](http://DevelopmentalTexts.com/AlexAndJordan). With the help of an adult, you can upload your ideas, writing, or artwork.

We hope to hear from you soon!

Sincerely,

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. It also explains where the story is taking place, also known as the scene. And it lets the reader know what issue or problem the characters will be trying to resolve. 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 to structure my ideas onto a story arc, sometimes called a story mountain, to understand a story better.

## Story Mountain of Stephen's Visit to the Aquarium

1. Beginning
2. Stephen went to the aquarium.
3. Stephen saw frogs, turtles, fish, sharks, and skates.
4. Middle
5. Stephen became very afraid and wanted to run and scream.
6. Stephen paused and said, "No, thanks!" and walked away.
7. End
8. Stephen watched frogs and took deep breaths.
9. Stephen felt calm.

## My Story Summary

What am I thinking now? I just read the story, **Stephen Visits the Aquarium**, written by Alex and Jordan. Stephen saw turtles, frogs, fish, 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 sea life. 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—just like a video game—and took deep breaths so he could think about what he wanted to do. The deep 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 body. 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 breaths. Then I can think about my options and make a safe choice—or I can ask an adult for help.



## My 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 15

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

A: \_\_\_\_\_ page 6

Q: What is Stephen's favorite fish?

A: \_\_\_\_\_ page 12

Q: Did Stephen see a shark?

A: \_\_\_\_\_ page 13

Q: Did Stephen touch a clearnose skate?

A: \_\_\_\_\_ page 20

Q: What animal helps Stephen calm down?

A: \_\_\_\_\_ page 23

### Level 2: Look-back Questions

In the story, Stephen Visits the Aquarium:

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. Use the blank lines below to add two new questions about your friend's pet.

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 is it?
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 it?
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?



# Nancy Roop's Quick Tips for Adults

## Learning to Read Overview

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. Listening to and speaking words is a skill that our brains are innately able to do, whereas decoding and reading comprehension is not. Attaching language to the written word while combining the meaning of multiple words to develop new ideas is highly complex. Some readers need more practice, or alternate teaching methods, to build working memory, self-regulation, attention, and reasoning.

## Ways to use this book:

- **Shared reading:** Take turns and read the same text with your child many times. Learning occurs through repetition.
- **Text-to-self connections:** Talk about elements in the story and the personal experiences that mirror it.
- **Look back questions:** Ask questions about the illustrations and the text. Start simple so readers learn the process first.
- **Scaffolding and errorless learning:** Create a positive learning environment by removing incorrect answers from the process. Build on what they know. Model what they don't know, 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. And it's ok to point to the answer. Read aloud often, as it will build semantic skills.

- 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 in Alex and Jordan's message board with your reader, and interact with characters from this book who support reading and writing activities, and give positive praise for his or her efforts.

I will continue to research how to support neurodivergent readers. I am creating level 2 and 3 book formats and an activity book to provide layers of learning for all readers.

Nancy Roop

For more Quick Tips, go to  
[DevelopmentalTexts.com/  
Resources](https://DevelopmentalTexts.com/Resources).

## What's Next for Alex and Jordan?



### More Books!

Some titles include:

- The Big Zoo Adventure
- The Big Museum Adventure
- The Big Science Adventure

Alex and Jordan are online!

With an adult's help, you can go to [DevelopmentalTexts.com/AlexAndJordan](https://DevelopmentalTexts.com/AlexAndJordan)

- 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.

Alex and Jordan would love to connect with you!

To receive notice of new book releases, sign up for our newsletter at [DevelopmentalTexts.com/AlexAndJordan](https://DevelopmentalTexts.com/AlexAndJordan).





## Glossary | Definition of Keywords A-I

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

**Aquarist** | **a•quar•ist** – a person who takes care of sea life, both plants and animals, at an aquarium

**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

**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

## Glossary | Definition of Keywords N-V

**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.

**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

**Trait** | **trait** – a quality or feature belonging to someone, possibly passed down from parents to children

**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:

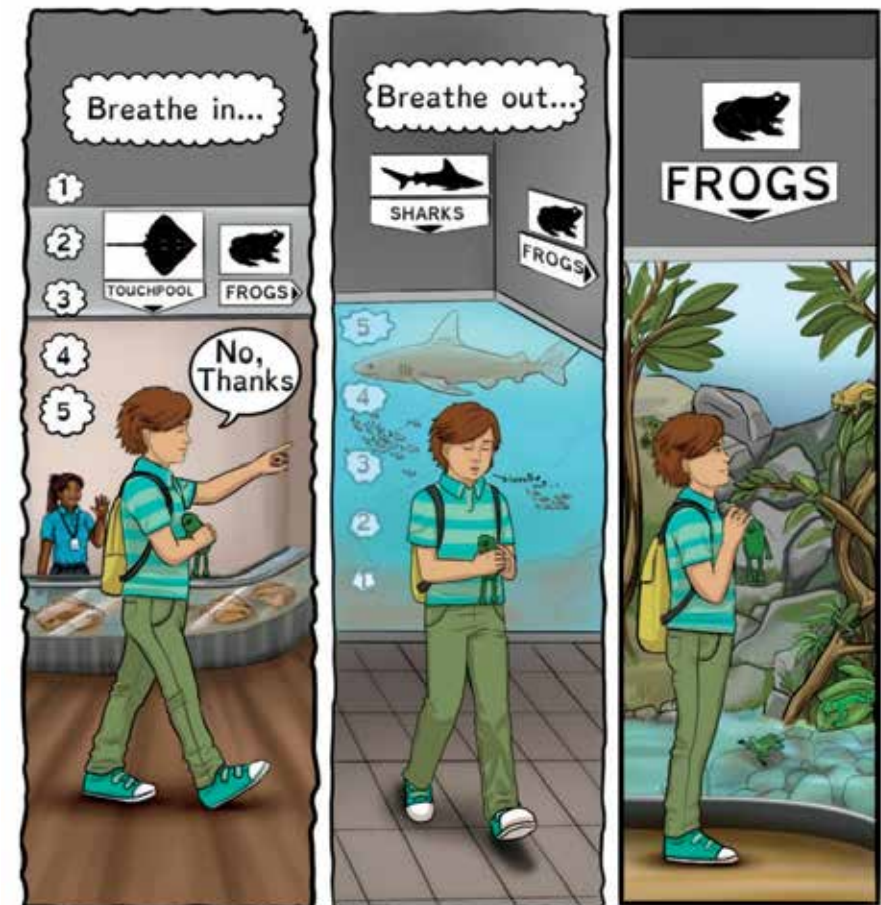
5 4 3 2 1

I repeat these two more times.

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

More strategies are available for download at: [DevelopmentalTexts.com/AlexAndJordan](http://DevelopmentalTexts.com/AlexAndJordan)

Try breathing with Stephen.



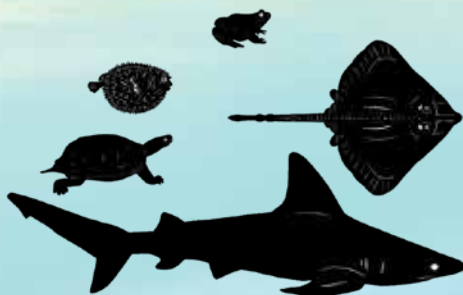
With an adult's help, connect with Alex and Jordan!



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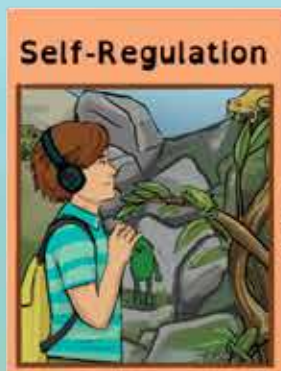
# Alex and Jordan Explore with Interview, Research & Storytelling!



Alex is a fifth-grader who interviews his friend, Stephen, about his visit to The Big Aquarium. They talked about the frogs, fish, turtles, sharks, and skates that live there. Alex asked Jordan to help with some research.

Jordan gathered many interesting facts about the animals. Then, Alex and Jordan wrote a story with all the information they collected.

## Check out Stephen's adventure!



Reading comprehension  
supported with activities,  
downloads, and quick tips at  
[developmentaltexts.com](https://developmentaltexts.com)

