



Read Aloud: *Mister Seahorse*

Standard Connection:
ELA.RL.PK.4.1-7, 9-10
ELA.SL.PK.4.1-4, 6
ELA.L.PK.1, 1c, 4, 6

Enduring Understanding(s):

- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

Essential Question(s):

- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Mister Seahorse</i> • vocabulary word picture cards 	<p>drift: to float or be moved along by a force such as water</p> <p>hidden: placed out of sight</p> <p>pair: two things that are alike or meant to be together</p> <p>pouch: a pocket used to hold or carry something</p> <p>proud: feeling pleased or satisfied</p> <p>tumble: to roll end over end while falling</p>	

First Read	
Preparation: Set up materials.	
<p>Children will:</p> <ul style="list-style-type: none"> • listen to a story read aloud for enjoyment • make connections to the text using prior knowledge 	
<p>“Today, we will read a new book about an ocean animal, the seahorse. This book is called <i>Mister Seahorse</i> and was written and illustrated by Eric Carle.”</p>	<p>Show front cover, point to title and author.</p>
<p>“Mr. Seahorse promises Mrs. Seahorse that he will take good care of their eggs. Where does she lay them?”</p>	<p>pp. 3-4</p>
<p>“Mr. Seahorse discovers a lionfish. Was the lionfish easy to see? Why not?”</p>	<p>pp. 9-10 Show illustrations. Children respond.</p>
<p>“Mr. Seahorse tells Mr. Pipe that he should feel proud of himself. Why do you think he said that?”</p>	<p>pp. 19-20 Children respond.</p>

“The seahorse eggs have hatched! What did Mr. Seahorse have his babies tucked away inside? Why do you think he kept them there?”

“One of the baby seahorses tried to go back inside the pouch. Did Mr. Seahorse let him? Why?”

pp. 23-24
Children respond.

Discussion Question(s):

- What are Mr. Seahorse’s responsibilities?
- What kinds of responsibilities do the other underwater fathers have?

Second Read

Children will:

- develop vocabulary
- develop comprehension
- understand key inferences from the story

Mr. Seahorse meets many ocean animals who are hidden – camouflaged – in their home. Have children infer how the animals’ camouflage helps them survive in their habitat. Discuss the ocean animals hidden in the illustrations and ask students what helped them stay camouflaged (for example, a specific color, body part, or surroundings).

Discussion Question(s):

- What does Mr. Seahorse have in common with the other creatures?

Third Read

Children will:

- develop vocabulary
- make real-life connections to the text

Revisit some of the other underwater fathers Mr. Seahorse meets: Mr. Stickleback, who built a nest for his eggs; Mr. Tilapia, who carries his babies in his mouth; Mr. Kurtus, who keeps his on his head; Mr. Pipe, who carries his babies on his belly; and Mr. Catfish, who is babysitting his young hatchlings. Encourage children to recall these characters and discuss or act out their similarities and differences. View illustrations from the book about the characters not mentioned above that Mr. Seahorse encounters.

Discussion Question(s):

- Which creatures did Mr. Seahorse pass by? Why?
- Have you seen these animals before? Where? When?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- How does this story remind you of being in a family?
- Can you tell a partner about being cooperative when working or playing?