

Focus Question:

What makes the tiger shark an interesting animal?

Book Summary

Text Type: Nonfiction/Informational

Tiger sharks are such amazing animals! *Tiger Sharks* teaches readers about one of the largest sharks in the ocean. While reading the interesting facts about this fish, students will also enjoy the detailed photographs on each page. Use this book to teach students about main idea and details and using adjectives.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Identify main idea and details
- ☐ Describe information provided by photographs
- ☐ Discriminate final sounds
- ☐ Identify final consonant *rk*-blend
- ☐ Recognize and use adjectives
- ☐ Identify and use the high-frequency word *have*

Materials

- ☐ Book: *Tiger Sharks* (copy for each student)
- ☐ Main idea and details, final consonant *rk*-blend, adjectives worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book

- **High-frequency words:** *are, eat, have*
- **Words to Know**
Story critical: *blunt* (adj.), *eyesight* (n.), *fins* (n.), *gills* (n.), *stripes* (n.), *tiger sharks* (n.)
- **Academic vocabulary:** *detail* (n.)*, *main* (adj.)*

Guiding the Reading

Before Reading

Build Background

- Ask students to raise their hand if they know what a shark is. Explain to students that there are different types of sharks in the ocean, such as the great white shark, the hammerhead, and the tiger shark. Have students draw a picture of a shark, and then discuss with a partner what they know about sharks. Invite students to share their picture and what they discussed with the class.

Introduce the Book

- Give students their copy of *Tiger Sharks*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers *visualize*, or create pictures in their mind as they read. Point out that readers can use prior knowledge to create visualizations. Explain that the photographs in a book can add information and details to visualizations. Have students close their eyes as you read page 3 aloud. Ask students to visualize the size of the tiger sharks and draw a picture of a tiger shark compared to a person or a building. Then have students look at the picture on page 3 and compare their visualization to the book. Invite students to share how their visualization was the same as and different from the photograph in the book.

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that every story has a big idea that the book is about, which is the *main idea*. Explain that *details* are extra information that support the main idea. Point to the title of the book and read it aloud with students. Explain that the title can often lead the reader to the main idea.

Guiding the Reading (cont.)

- Have students work with a partner to predict the main idea on the basis of the title and photographs in the book. Invite students to share their answers with the class.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about tiger sharks. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Where do tiger sharks live?* (level 1) multiple pages
- *How do tiger sharks compare in size to other sharks?* (level 1) page 3
- *How did tiger sharks get their name?* (level 3) page 5
- *What do tiger sharks look like?* (level 2) pages 6–9
- *How many fins does a tiger shark have?* (level 1) page 8
- *What kinds of animals do tiger sharks eat? Why?* (level 3) page 12

Text Features: Photographs

Explain to students that *photographs* are pictures that are taken with a camera. Explain that the pictures in this book are all photographs. Point out that photographs can assist the reader by adding details to a book. Have students look at page 7 and discuss what additional information they see by looking at the photograph. Ask students to describe the size, the amount of teeth, and other details they see in the large mouth of the tiger shark. Have students work in groups to review two other photographs and discuss the details that the photographs add to the text. Call on groups to share their thoughts with the class.

Skill Review

- Model visualizing by discussing the photograph on page 5. Ask students how they think tiger sharks got their name. Have students close their eyes and create a visualization of what a tiger shark looks like when it is young. Invite students to share their visualization with the class. Have students work with a partner to compare their visualization to the picture on page 5.
- Review with students their predictions for the main idea of this story. Lead students to a class consensus of the main idea of this story: *tiger sharks are interesting animals*. Write the main idea on the board.
- Model how to identify details that support the main idea.
Think-aloud: *We determined the main idea of this book is tiger sharks are interesting animals. Some details I found that support this main idea include that tiger sharks are some of the largest sharks, they have stripes when they are young, they have large mouths, and they have sharp teeth. These details are all interesting facts about tiger sharks; therefore, I believe these are details that support the main idea.*
- Introduce, explain, and have students complete the [main-idea-and-detail worksheet](#) while working with a partner.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet that students completed. Have students share their work with the class. List details on the board, and discuss with students how each one supports the main idea of the book.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should include that tiger sharks are large animals, they are called pups and have stripes when they are young, they have large mouths and eight fins, they use gills to breathe, they have great eyesight and sharp teeth, and they eat other animals.)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Phonological Awareness: Final sounds

- Say the word *fin* aloud to students, emphasizing the final /n/ sound. Have students say the word aloud and then say the /n/ sound. Explain to students that the last sound in a word is called the *final sound*.
- Say the following words to students: *swim, boat, sun, hat, eat*. After each word, say the final sound together as a class.
- **Check for understanding:** Say the following words aloud: *bag, bug, sag, fig, wig, pug, frog, log*. Have students work with a partner to determine the final sound of each word. Invite volunteers to share their answers with the class.

Phonics: Final consonant *rk*-blends

- Write the word *shark* on the board and read it aloud with students.
- Have students say the /rk/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represents the /rk/ sound in the word *shark*. Point out that the letters *rk* are at the end of the word and create the final sound.
- Write the following words on the board: *dark, park, bark, smirk, lurk, perk, work*. Have students work with a partner to say the words aloud and identify what all of the words have in common. Invite volunteers to share their answers with the group.
- Explain to students that the final consonants are all *rk*-blends. Have students practice saying the /rk/ sound aloud. Have students practice writing the *rk*-blend on a separate sheet of paper.
- **Check for understanding:** Erase the final *rk*-blend on each of the words written on the board. Invite volunteers to rewrite the *rk*-blend and reread the word to the class.
- **Independent practice:** Introduce, explain, and have students complete the [final consonant *rk*-blend worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Turn to page 6 of the book. Read the sentence aloud as a group. On the board, write the sentence: *Tiger sharks have blunt noses*.
- Explain to students that *adjectives* are words that describe nouns. Underline the word *blunt* on the board and explain that *blunt* is an adjective. Remind students that *blunt* means *flat or dull*. Point out that the adjective *blunt* describes the noun *nose*. Explain to students that they can now visualize what the tiger shark's nose looks like because of the adjective. Erase the word *blunt* and read the sentence again aloud. Explain to students

that when there isn't an adjective, readers do not get as many details and therefore may not be able to visualize as clearly.

- **Check for understanding:** Have students work with a partner to find and highlight all the adjectives in the book. Invite students to share the adjectives they found on each page. Once students have identified the adjective on each page, have them reread the sentence without the adjective. Discuss how each sentence is not as descriptive without the adjective.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency word *have*

- Point out to students that the word *have* appears on most pages of the story. Write the word *have* on the board and spell it aloud. Then say the word aloud and have students clap while they say each letter.
- Explain to students that the word *have* means *to own or possess something*. Have students work with a partner to create oral sentences that contain the word *have*.
- Have students turn to page 4 and have them point to the word *have* in their book. Once all students have found the word, guide them to spell it aloud. Continue to have students turn to each page in the book and circle the word *have* while saying it aloud.
- **Check for understanding:** Have students practice writing the word *have* on a separate sheet of paper.

Connections

- See the back of the book for cross-curricular extension ideas.