

### About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 843

### Book Summary

**Sharks** describes the physical appearances, eating habits, and attack capabilities of sharks. Although sharks are thought of as dangerous killers, only a small percentage actually are.

Book and lesson also available at Levels J and M.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Ask and answer questions to understand informational text
- Identify main idea and details
- Identify and use periods
- Identify and form compound words

#### Materials

Green text indicates resources are available on the website.

- Book—**Sharks** (copy for each student)
- Chalkboard or dry-erase board
- **KWLS / ask and answer questions, main idea and details, periods, compound words worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **Content words:**

Story critical: **camouflage** (adj.), **cartilage** (n.), **dorsal fin** (n.), **extinction** (n.), **plankton** (n.)

### Before Reading

#### Build Background

- Write the word *sharks* on the board. Ask students to share what they know about these animals. Explain that sharks are fish that have lived in the world's oceans for millions of years. Show students pictures of different types of sharks.
- Create a KWLS chart on the board and hand out the **KWLS / ask-and-answer-questions worksheet**. Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic. As various topics are discussed, fill in the first section (*K*) on the board with information students know about the topic. Have students complete the same section of their KWLS worksheet.
- Ask students what they would like to know about sharks. Have them fill in the second section (*W*) of their worksheet. Write their questions on the class chart.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. 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 kind of book it is and what it might be about.
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- Ask students to turn to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Ask and answer questions**

- Discuss how having prior knowledge about the topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Direct students to the table of contents. Use it as a way to model asking questions.  
*Think-aloud: I can use the table of contents to think of questions I'd like to have answered about sharks. For example, the second section is titled "Physical Description." I've seen many different types of sharks. This title makes me wonder what physical characteristics different sharks have in common. I'll have to read the book to find out. I'll write that question in the W section of the KWLS chart.*
- Have students look at the other section titles. Write any questions they have based on the covers and table of contents in the W section of the KWLS chart on the board.
- Have students preview the rest of the book, looking at photographs, illustrations, and captions. Point out the "Do You Know?" boxes, which contain more information. Show students the glossary. Have them add any additional questions they might have about the book to their KWLS chart. Write shared questions on the class chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that sometimes the amount of information about a topic is so large that it is grouped into sections, each section having its own main idea.
- Reread the section titles in the table of contents together. Explain to students that you will be showing them how to identify main ideas in the book as a strategy for understanding and remembering the content of the book.
- Read page 4 aloud to students. Model identifying the main idea and details.  
*Think-aloud: I know that section headings sometimes identify the main idea. Each section contains details that support a main idea about sharks. The first section is the introduction. In this section, I learned that sharks lived before dinosaurs, that they live from the equator to the poles, and that they live in both shallow and deep waters. I will underline this information. Based on what I've read, I think the main idea of the section is: The basic facts about sharks.*
- Ask students to identify details in the book that support this main idea (they are possibly the world's most successful hunters, lived for more than 350 million years, and so on).
- Create a main idea and details chart on the board similar to the one on the [main-idea-and-details worksheet](#). Say: *I can use this chart to help me keep track of the main idea and details of each section of the book. I will use the section heading as a strong clue as to the main idea for that section. Write the main idea and details for the first section ("Introduction") on the chart on the board.*

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to the bold word on page 8 (*camouflage*). Read the sentence containing the unfamiliar word. Explain to students that they can use context clues, or the words around the unfamiliar word, to figure out the word's meaning. Ask students to find a phrase in the sentence that provides a clue about the word's meaning (blend with their surroundings). Explain that you think the unfamiliar word must mean that small sharks have some type of pattern on their bodies that helps them blend in with their ocean surroundings.
- Remind students that they should check whether a word makes sense by rereading the sentence in which it appears. Have them look for other clues in sentences before and after the sentence containing the unfamiliar word in order to find or confirm the meaning of the word. Have a volunteer find the word *camouflage* in the glossary and read the definition aloud.
- Repeat the activity with other vocabulary words as time allows.


### Set the Purpose

- Have students think about what they already know about sharks as they read the book to find answers to their questions, and write what they learned in the L section of their KWLS worksheet.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 9. Remind them to look for information about sharks that will answer questions on their KWLS chart. Have students go back and reread the sections if they finish before everyone else.
- When they have finished reading, have students discuss the information in each section and share what they learned about the physical appearance of sharks. Have students circle any questions on their KWLS chart that were answered and add any new questions that were generated.
- Model answering a question on the KWLS chart and filling in additional information.  
*Think-aloud: I wanted to know what physical characteristics different sharks have in common. I found out that even though sharks don't all look the same, they do have a lot in common. For example, all sharks have skeletons made of cartilage, and all sharks have skin instead of scales. I'll write what I learned in the L section of my KWLS chart. This information made me want to know what their young are like. I will write this question in the W section of my KWLS chart.*
- Review with students that the title of each section can be a clue about the main idea for that part of the book. Have them turn back to page 7. Say: *The title of this section is "Physical Description." The section is describing the physical characteristics of sharks. I will write this as my main idea: Physical characteristics of sharks.* Ask students to provide details for this main idea, and add them to the class chart (most sharks have streamlined bodies, smaller sharks use camouflage as protection, sharks have dorsal fins, and so on).
- **Check for understanding:** Hand out the main-idea-and-details worksheet and have students read the next section, "Eating" (pages 10 through 12). Have them fill in the same titled section of their worksheet. Ask students what questions they found answers to and have volunteers write their answers in the L section of the KWLS chart on the board.
- Have students read the remainder of the book. Remind them to look for and write answers to their KWLS worksheet questions. Encourage them to add new questions they might have to their worksheet as they read and to circle the important information.

-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### 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.

### Reflect on the Reading Strategy


- **Think-aloud:** *I wanted to know what their young were like. I found out that most types of sharks bear live young and that they are called pups. Sharks usually have one or two pups at a time. A few kinds of sharks lay eggs that are protected by a leathery case. Some people call these cases "mermaids' purses."*
- Ask students to share questions they added to their KWLS worksheet while reading, and ask them what questions were answered (or not answered) in the text.
- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and remember what they have read.
- Point out to students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions. Invite students to fill in the final section (S) of their KWLS worksheet with information they would still like to know about sharks.

### Reflect on the Comprehension Skill

- **Discussion:** Talk about how stopping to review and the important details helped students remember the facts and better understand the information in the book. Ask them to use the important details they identified to confirm or refine the main idea of the book.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about many different types of sharks. Their physical description and eating habits were a focus, and the author reassured readers that most sharks do not attack humans. Keeping this information in mind, why do you think so many people are afraid of sharks?

### Build Skills

#### Grammar and Mechanics: Periods

- Review or explain to students that periods are used to signal the end of a sentence. Explain that periods show where one thought, or idea, ends and another begins.
- Read page 4 aloud to students without pausing between sentences. Ask students what was wrong with the reading. Ask student to turn to page 4 and identify the periods on the page. Ask students what they notice after the first period (capital letter). Explain to them that capital letters signal the beginning of a new sentence. Reread the page with students, pausing briefly at the periods.
-  **Check for understanding:** Have students read page 5 aloud with a partner, without pausing at the periods. Then ask students to circle all the periods on page 5 and reread the page, pausing at each period.
- **Independent practice:** Introduce, explain, and have students complete the **periods worksheet**. If time allows, discuss their answers.

**Word Work: Compound words**

- Write the word *hammerhead* on the board. Ask students which two words were joined together in the word *hammerhead* (*hammer* and *head*). Explain that this word is called a *compound word*. A compound word contains two words that together create one word meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (a *head* that is shaped like a *hammer*).
- Write the words *streamlined*, *diamond-shaped*, and *blue shark* on the board. Explain to students that these are examples of different types of compound words. Each example has two parts that make up one word meaning; however, some compound words are separated by hyphens, some are joined, and some are separate.
- Have students turn to page 17 in the book. Read the following sentence: *Sharkskin is used to make shoes, belts, and wallets*. Have students identify the compound word (*sharkskin*). Ask them to identify the two separate words that make up the compound word (*shark* and *skin*). Ask a volunteer to use the definitions of the two smaller words to figure out the meaning of the bigger word (skin from a shark).
- **Check for understanding:** Have students turn to page 9 in the book. Read the paragraph aloud while students follow along. Ask them to identify three compound words (*dorsal fin*, *upright*, and *sometimes*). Then ask students to identify the two separate words that make up each compound word. Discuss the definition of each word, using the smaller words to figure out its meaning.
- **Independent practice:** Have students complete the [compound words worksheet](#). If time allows, discuss their answers aloud.

**Build Fluency**
**Independent Reading**

- Invite students to read their book independently or with a partner. Encourage repeated timed readings of a specific section of the book.

**Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students share their KWLS worksheets with someone at home, explaining how it works and what they learned.

**Extend the Reading**
**Informational Writing and Art Connection**

Provide students with print and Internet resources related to sharks. Have students choose one type of shark and write an informational report. Have them use the section titles of the book as reminders of what information should be included in their report. Allow time for students to share their report with the class.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on expository writing.

**Science Connection**

Have students work cooperatively in small groups to research the reasons some sharks are endangered. Provide print and Internet resources. Have each group present their findings to the class, including their suggestions of ways to help save endangered sharks.

**Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- consistently ask relevant questions about the topic prior to and during reading; locate answers to their questions in text during discussion and on a worksheet
- accurately identify the main idea and supporting details to better understand the text during discussion and on a worksheet
- correctly identify and use periods during discussion, in the text, and on a worksheet
- identify and form compound words during discussion and on a worksheet

**Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**