

Name _____

K: What I Know

W: What I Want to Know

L: What I Learned

S: What I Still Want to Know

Instructions: In the first section, have students write what they already know about sharks. In the second section, have them write what they would like to learn about them. After they finish reading, have them fill in the third section with information they learned from reading the book and the fourth section with what they still want to know.

Name _____

Description

Main Idea: *Physical characteristics of sharks*

Detail: *Most sharks have powerful, streamlined bodies*

Sharks

Eating

Main Idea:

Detail:



Shark Attacks

Main Idea:

Detail:

Shark Hunting

Main Idea:

Detail:

SKILL: MAIN IDEA AND DETAILS

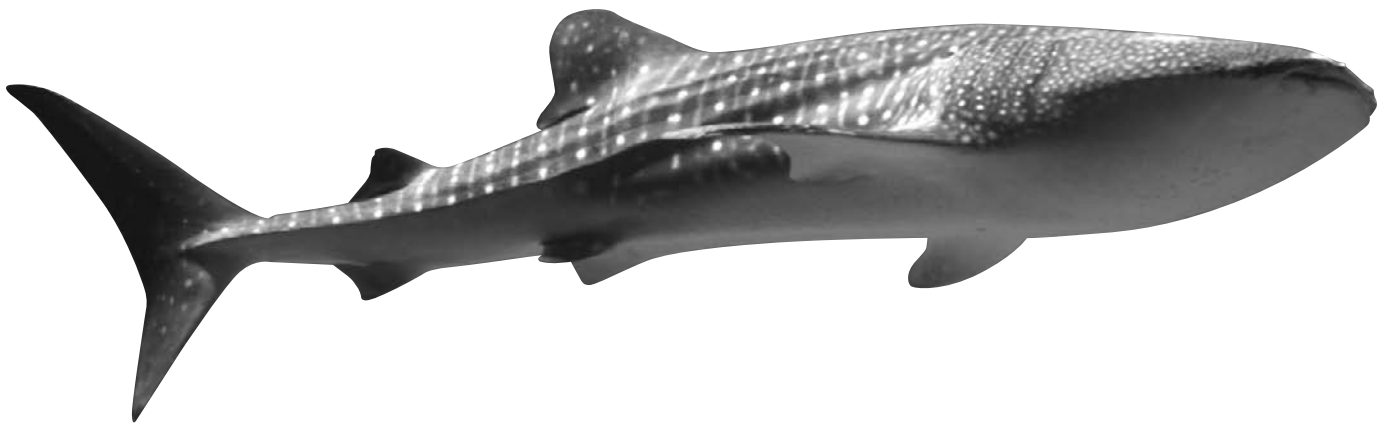
SHARKS • LEVEL J • 2

Instructions: Have students write the main idea of each section and list one supporting detail.

Name _____

Sharks are fish, but their skeletons are made of cartilage instead of bones. Cartilage is what gives human ears their shape. Unlike most fish, sharks have rough skin. Sharks have a good sense of smell. They also see well in the dark. Sharks can sense other animals moving in the water. Sharks come in many different sizes. Some sharks are only a few inches long. The huge whale shark is the largest fish in the world.

My Sentence:

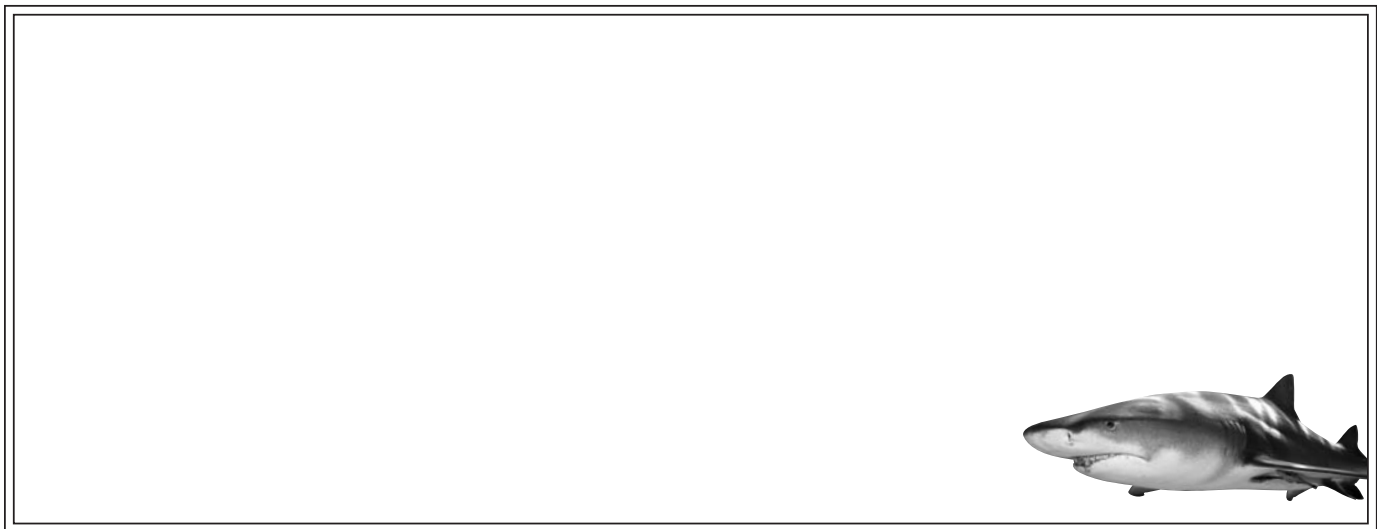


Instructions: Read the above paragraph aloud with students. Have students add periods to the sentences where appropriate. Then ask students to write their own sentence about sharks using correct punctuation.

Name _____

under	motor	ground	sun
rain	rise	sand	shine
paper	bow	box	house
boat	water	light	coat

SHARKS • LEVEL J • 4



① _____

② _____

SKILL: COMPOUND WORDS

Instructions: Have students make as many compound words as possible from the list below. Ask them to be prepared to tell what each compound word means. When they are finished, write two complete sentences using one or more compound word(s) in each sentence.