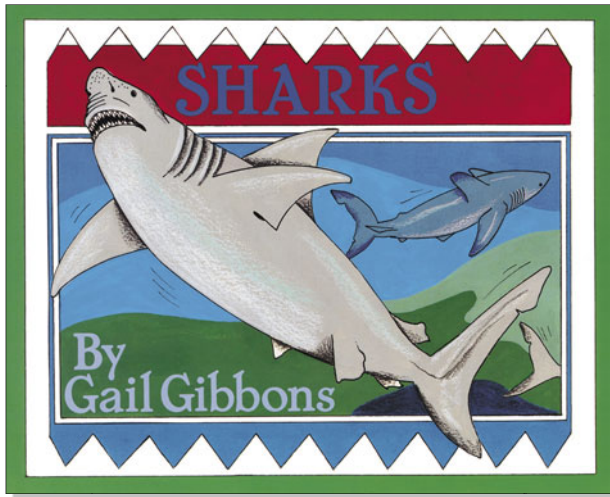


# Sharks



**Leveling Systems**

Avenues: ●● More Fluent Readers

DRA: 40

Fountas and Pinnell: O

Lexile: 660

This expository book explores different types of sharks. It describes what they look like, their habitats, and their diets. Students will be challenged by technical vocabulary, but definitions, labels, and pronunciation guides will help them understand and appreciate the facts. *32 pages, 1050 words*

**In This Guided Reading Lesson:**

**Skill Lessons:**

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Shark Attributes:</b>                      dangerous                      gill                      harmless                      scales                      sense                      sensitive                      skeleton</p>	<p><b>Spotlight STRATEGY</b>                      Paraphrase</p>	<p><b>Shark Trivia Game:</b>                      Multiple Choice Quiz</p> <p><b>Compare Sharks to Other Fish:</b>                      Chant, Song, or Poem</p>	<p>Relate Main Idea and Details (<a href="#">PDF</a>)</p>

## Build Background

**Imaginary Ocean Animals** As a warm-up, show pictures and brainstorm a list of ocean animals. Then have students draw an imaginary ocean animal. Have them label its parts and write captions to describe their functions. Encourage them to draw diagrams of special features of the animal, showing how the features help the animal survive in the ocean. The illustration should also show how the animal moves in the water.

### Materials

- ocean animal pictures
- drawing paper
- art supplies

## Build Vocabulary

**Define Science Words** Have partners copy the definition of each word, use it in a sentence, and draw a picture to go with it. When students finish, play a game. Without disclosing the word, have volunteers read its definition and show the picture that goes with it. Students tell which word the volunteer defined.

### Key Vocabulary

- dangerous
- gill
- harmless
- scales
- sense
- sensitive
- skeleton

Key Word	Definition
dangerous	not safe
gill	the opening that a fish uses to breathe
harmless	something that does not hurt
scales	the covering of a fish
senses	sight, hearing, taste, smell, and touch are senses
sensitive	able to respond to
skeleton	the bones inside the body

# 1 Preview the Book

**Cover** This is a nonfiction book. It gives facts about what sharks look like and how they live. Look at the zig-zag border. What does it make you think of? (shark teeth)

**Pages 3–6** Sharks are a kind of fish. Let's read page 6 together. That first sentence is really long. To help me understand, I can paraphrase, or say it again in my own words. The first sentence says that sharks lived long ago.

**Pages 7–8** Feel your bones. All your bones together are your **skeleton**. Fish skeletons are made of bones, too, but a shark's is made of cartilage. Touch the tip of your nose to feel cartilage. Sharks also have **scales** that cover their bodies. Openings called **gills** help sharks breathe.

**Pages 9–11** Sharks hear, feel, smell, and see by using their **senses**. Their eyes are so **sensitive** that they can see well in dark water. Their ears are so sensitive that they can hear soft sounds that are very far away. The label on page 10 tells how to pronounce a body part called *ampullae*. *AM* is capitalized because it's stressed—you say it the strongest.

**Pages 12–13** This diagram shows rows of teeth. When sharks lose a tooth, another tooth moves up to replace it.

**Pages 14–15** The last sentence on page 14 is long. What can we do to make it easier to understand? (paraphrase) In my own words, the sentence says, *Some sharks are born from eggs that they chew to get out of.*

**Pages 16–27** Some people are afraid of sharks. Do you think they're **dangerous**? This says there are 350 kinds of sharks, but only 30 kinds of sharks have attacked people. The rest are **harmless**—they don't hurt people. Pages 17–27 show lots of different sharks. The captions tell facts about them.

**Pages 28–32** These pages tell about people and sharks. Page 32 has facts, and it tells what to do if you see a shark.

Spotlight  
STRATEGY

Paraphrase

Introduce  
and ModelApply

## 2 Read the Book

**Independent Reading** Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Paraphrase** Students may experience comprehension breakdowns when they read long sentences. Remind these students to paraphrase.

## 3 Respond to the Book

**Shark Trivia Game** Write a sample question for a multiple-choice quiz on the front of an index card and three answer choices on the back. For example: *What body part helps sharks breathe? a. gills, b. fins, c. teeth.* Give partners the cards to write four multiple-choice quiz questions and answers. When they are finished, they can use the cards to play a trivia game.

**Compare Sharks to Other Fish** Guide students to compare sharks and fish on a Venn Diagram. Encourage them to use *Sharks* and other sources to fill in the diagram. Then have students use the chart to compose and perform a chant, song, or poem about what makes sharks special. For example:

Sharks have special teeth, you know.  
When they lose them, new teeth grow!  
Sharks are big and sharks are small.  
They're the coolest fish of all!

### Materials

- index cards, 4 per pair of students

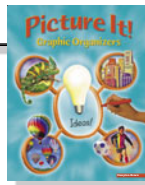
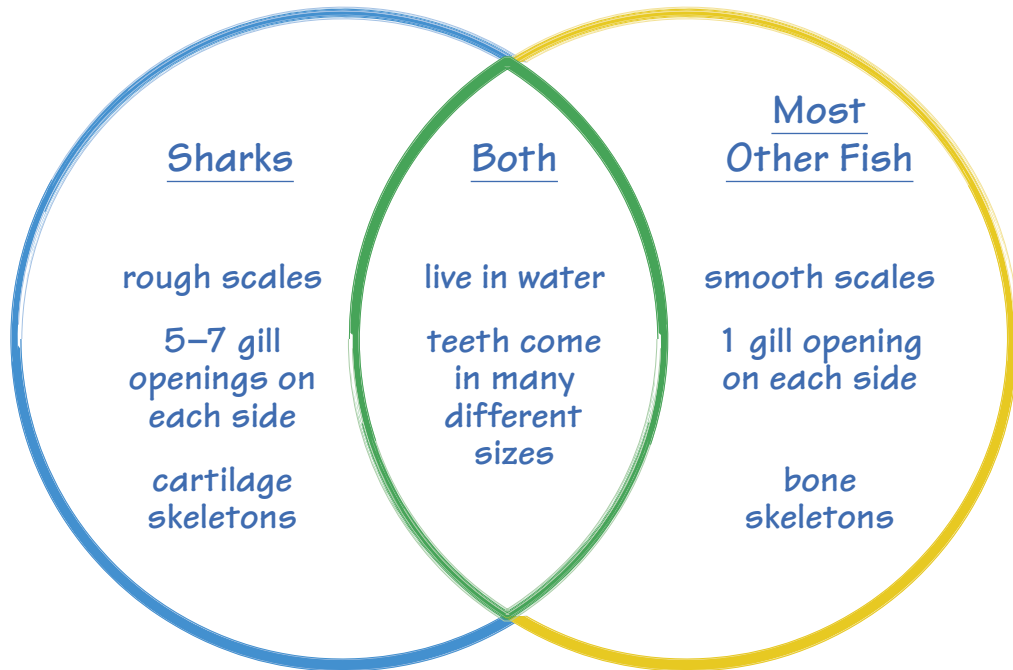
### Materials

- Venn Diagram from *Picture It! Big Book*, page 24

Answers will vary. Sample response:

# Venn Diagram

Sharks



# from Sharks

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
28	For many years sharks have been fished and hunted by people. Before sandpaper was invented, people used shark skin to smooth and polish wood. Indians used sharp, hard shark teeth for arrowheads. Others used shark teeth for jewelry.		
29	Today, in some places, shark skin is used to make shoes, purses and belts. Also, shark meat is used for food. There is sport fishing, too. Some species have been fished and hunted to the point where there is concern about their survival.		
30	Sharks play an important role, like all other ocean life. It is good to protect these mysterious and marvelous creatures and the sea in which they live.		
		<b>Total</b>	<b>Total</b>

**Assess Fluency**

**Student reads with appropriate:**

- expression
- intonation
- attention to punctuation
- rate
- phrasing

**Assess Strategy Use**

**Self-Monitors:**

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

**Self-Corrects:**

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

**Calculate Accuracy Rate**

$$(108 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 108 \text{ words} = \text{_____} \%$$

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> → <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90% read a lower-level text</li> <li><input type="checkbox"/> between 90–94% continue at this level</li> <li><input type="checkbox"/> 95–100% read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></p> <p>_____</p> <p>_____</p>
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# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	<p>The rocket is gro... going very fast.</p> <p><b>Hesitates or self-corrects after a miscue</b></p>	<ul style="list-style-type: none"><li>• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.</li></ul>
The shuttle orbits the Earth.	<p>The shuttle...?</p> <p><b>"Freezes" when faced with an unfamiliar or long word</b></p>	<ul style="list-style-type: none"><li>• Prompt student to find clues in pictures and/or surrounding context.</li><li>• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.</li><li>• Have student skip the word and read on.</li></ul>
No one has been to Mars.	<p>Nobody has been to Mars.</p> <p><b>Substitutes an incorrect word that makes sense</b></p>	<ul style="list-style-type: none"><li>• Ignore if the miscue does not affect comprehension.</li><li>• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.</li></ul>
There is no liquid water on the Moon.	<p>There is no little water on the Moon.</p> <p><b>Substitutes an incorrect word that does not make sense</b></p>	<ul style="list-style-type: none"><li>• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>

# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. <b>Skips important words</b>	<ul style="list-style-type: none"><li>• Repeat and ask: <b>Does it make sense?</b></li><li>• Read together; then have student start over.</li><li>• Have student track the print and sweep a finger to the next line.</li></ul>
There are mountains on the Moon.	There...are mountains...on...the... Moon <b>Reads slowly, word-by-word, without comprehension</b>	<ul style="list-style-type: none"><li>• Assign a book at an easier reading level, allowing student to build fluency and comprehension.</li><li>• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.</li><li>• Have student paraphrase small but meaningful chunks of text, relating it to own experience.</li></ul>
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind <b>Reads aloud with poor phrasing</b>	<ul style="list-style-type: none"><li>• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.</li><li>• Relate text to student's personal experience to help student read with appropriate expression.</li></ul>
The Moon is full tonight.	TheMoonisfulltonight <b>Reads quickly, without comprehension</b>	<ul style="list-style-type: none"><li>• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.</li></ul>
The Moon is Earth's only natural satellite.	? <b>Gets stuck; is unable to use any strategies</b>	<ul style="list-style-type: none"><li>• Ask questions to discover why student is stuck.</li><li>• Suggest strategies and supply words.</li></ul>