

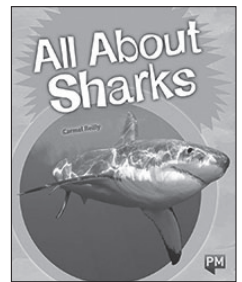
# All About Sharks

PM Level 23

Silver

**Text Type** Information Report (Informative), Exposition (Persuasive)

**Running Words** 880



## Preparing for Guided Reading

### Prior knowledge

- Talk about the defining features of sharks, including their teeth, jaws, fins and tails.

### Orientation to the text

- In this book, the reader learns about a range of shark species, including their biology and diet, and the role they play in keeping the world's oceans in balance.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*oceans, breathe, bones, common, usually, different, favourites, balance, important, healthy, destroy*

#### Content words

*sharks, dinosaurs, species, underbellies, propel, cartilage, predators, filter, spiny, dogfish, dwarf, lantern, hammerhead, Wobbegong, poisonous, habitats, populations*

### Decoding

- Consolidate recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by applying prior knowledge, attending to details in photos and illustrations and attending to print details.

### Focusing on the book – guided reading

- Read the title together and discuss the cover photo. Ask students if they can identify this type of shark.
- Ask students if they are aware that sharks are actually a type of fish. Discuss the traits that define a fish (i.e. have a backbone, live in the water).
- Discuss the meaning of the word *species*, and how there can be many different species in the same family of plant or animal.

- Analyse the illustration on pp. 4–5 and ask students for thoughts on why a shark would have different colours on the top and bottom of its body.
- Ask students what they know about cartilage. Have them touch the bridges of their own noses to experience how hard it can be.
- Talk about the Dwarf Lantern Shark and ask students to suggest how its ability to glow in the dark would be useful to it.
- Have students look at the photo on p. 13. Discuss how effective this shark's patterns would be in helping it remain invisible. How would this be an advantage in hunting?
- Discuss the caption on p. 14: *Great White Sharks are at the top of the food chain*. Explain to students that this means they have no predators of their own.
- Talk about sharks' extremely important role in keeping the world's oceans in balance. Have students share thoughts on how sharks do this, before reading about it on p. 22.
- Have students share thoughts about what can be done to protect sharks in the world's oceans.
- Ask students to identify some of the adjectives in the book that give vivid details about sharks and their underwater world, i.e. *dark-coloured, light-coloured, shallow, tiny, amazing*.

### Comprehension

- Why can sharks bend easily when they swim? (*Literal*)
- Why are sharks such fearsome creatures? (*Inferential*)
- Why are the sea waters near Central America so warm? (*Applied Knowledge*)

### Follow-up activities

- Have students list all the shark species featured in the book and make a chart comparing their common features. Then, using the BLM, have students record each species' unique features.
- Ask students to imagine they are a shark, talking to a person who thinks sharks are a menace. Using information in the book, have them explain the important job they do in keeping the oceans healthy.

## Learning Intentions

- We are consolidating our knowledge of high-frequency words, and using phonics, syllabification, familiar words, affixes and scanning to decode the text.
- We are learning to integrate prior knowledge, reading skills and strategies to derive greater meaning from the text.
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## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning to assist me in decoding the text.
- I can use prior knowledge, and various reading skills and strategies to improve my understanding of the text.
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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up