

Sharks

Synopsis: This informational text introduces young readers to sharks—what they look like, and how they live.

Introduction: Explore Science Informational Text

Explain to students that they will be reading a science informational book. Remind them that an informational book has facts about a subject. Hold up the book and ask a volunteer to read the title. Ask, *What is this animal? What is it like? Where does it live?* Make a three-column chart where all can see. In the first column, list what students already know about sharks. Then do a book walk. Read the chapter titles and look at the pictures with students. In the second column, list the additional information students predict they will learn when they read the book. In the third column, list questions students still have about sharks. Explain to students that they can refer to their predictions and questions as they read to see if their predictions were correct and their questions were answered.

Vocabulary

Tier One: animals, fish, pointy, sharp, strong, swim

Tier Two: fins, jaws, oceans, rough

Tier Three: pup, schools

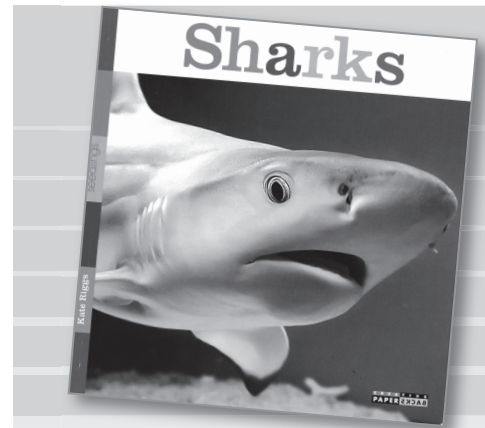
Word Work

K.5 Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing.

Introduce vocabulary in context as it appears within the book before or during reading. Have students turn to the Glossary on page 22 to introduce the vocabulary before reading. Ask students to point to each word as you read the word and have them repeat. Read the definition aloud. Then use the photographs and illustrations in the book to point out visual examples of each word, such as *jaws* on page 8.

Point out that the words *sharp*, *pointy*, *strong*, and *rough* are all describing words. Have students find examples of other objects in the classroom that are sharp, pointy, strong, or rough.

Explain that some words have more than one meaning. Sometimes an informational text will introduce a new meaning for a familiar word. Ask students what the word *school* means. (a place where students go to learn) Explain that another meaning of *school* is a group of fish. Point out the school of sharks on page 15. Repeat with the word *pup* on page 14.



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Genre: Informational Text

Guided Reading Level: B

TEKS: K.1.G, K.2.C, K.2.D,
K.3.C, K.5, K.10.A, K.15,
K.110.11.D, K.110.11.F

English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Use the diagram on pages 20–21. Point to each part of the shark, say the word that labels it, and have students repeat it. Point out that the words *eye*, *nostril*, *teeth*, *mouth*, and *skin* can also be used to describe things on people. Have students say each of these words while pointing to the appropriate parts of the shark, then repeat by pointing to and naming the same body parts on themselves.

Understanding the Text

Literal: *How does a shark's skin feel? (like sandpaper) What do sharks eat? (meat, such as fish and other ocean animals)*

Interpretive: *What does a shark look like? Name three of its body parts and describe them. (Possible answers: sharp, pointy teeth; strong jaws; pointy fins)*

Applied: *What kinds of fish have you seen in real life? How are those fish like sharks? How are they different?*

Phonics and Word Recognition

K.2.C *Orally generate rhymes in response to spoken words. (e.g., "What rhymes with hat?")*

K.2.D *Distinguish orally presented rhyming pairs of words from non-rhyming pairs.*

K.3.C *Recognize that new words are created when letters are changed, added, or deleted.*

Write the word *shark* where all can see. Sound it out with students: /sh âr k/, *shark*. Then write the word *sharp*. Have students sound out *sharp*. Ask them which letter sounds in *sharp* are the same as in *shark* and which are different. Point out that the final consonant *p* /p/ is different, but the rest of the word *sharp* is spelled and pronounced the same as *shark*. Explain that students can use words they know to help them read and pronounce words with similar sounds and spellings by identifying the sounds of the letters that differ.

Text Features

K.1.G *Identify different parts of a book. (e.g., front and back covers, title page).*

K.110.11.D *Make inferences based on the cover, title, illustrations, and plot.*

Have students identify the title on the front cover of the book. Then open to page 1. Explain that this is the title page. Say, *The title page is usually the first page of the book. It gives the book's title, author's name, and sometimes a picture of what the book will be about.* Read the title and author's name with students.

Turn to the diagram on pages 20–21. Explain that a diagram is a picture that an author of informational text can use to give information. Point out that this is a diagram of a shark. The words on the diagram are labels. The lines drawn from the label to the picture help the reader to know what part of the shark each label names. Read each label with students. Have them point to the part of the shark to which each label refers.

Reading Informational Text

K.10.A *Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.*

K.110.11.F *Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.*

Explain that the topic of an informational text is what the text is mostly about. Ask, *What is the topic of this text? (sharks)* Then discuss how details tell more about a topic. Turn to page 6. Say, *This page tells us that sharks are big fish. This is a detail because it tells more about the topic of sharks.* Continue through the book with students. Have them find one detail about sharks on each page of the text and tell about it in their own words.

Writing

K.15 *Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.*

Have students write a sentence that describes something they learned about sharks. They can use a sentence frame such as the following.

Sharks are _____.

Sharks have _____.

Sharks live _____.

Have them illustrate their sentence. Encourage them to label their illustration.