

Teacher Edition



alphakids

Sharks

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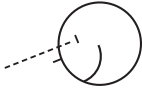
How to use this book

Before reading: Talkthrough




Talk through the book with the children. Encourage them to predict the text from the cover and pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights:

- Use of colour headings
- Captions support photographs providing information about specific sharks

Vocabulary

sharks, fish, cold-blooded, fin, tail, metre, hunt, teeth, sharp, prey, eggs, pups, endangered

Setting the context

Ask: *What do you know about sharks?*

Have the children brainstorm everything they know about sharks. List these ideas on a chart for future reference.

Background information

Sharks are cartilaginous fish that are very effective predators. Most sharks swim the entire time, even when asleep. Sharks can sense the small electrical impulses given off by other animals. This helps them to find food.

Introducing the book

This book is called 'Sharks'. It tells us what sharks are, what they look like, how big they are, what they eat, what their babies are like and why sharks are endangered.



Front cover

What do you notice about this shark? What is it like? What kind of teeth does it have? Where are its eyes? Why have the publishers put this shark on the cover of the book? Does it make you want to read the book? Why?



Title page

What do you notice about this shark? Is this shark dangerous? How do you know? Point out the name of the author and the series logo.



Talkthrough

Read through the headings.

Point out that each heading is written as a question.

This is a contents page. What does it tell us? How is a contents page organised?

Point out that a contents page helps you to choose where to start reading a book, and that you don't have to read from the front to the back.

Turn to page 4.

This page tells us that sharks are cold-blooded fish. What does 'cold-blooded' mean? Do you know any other animals that are cold-blooded?



Observe and support

Can the child use knowledge of phonics to support their reading?

Do they identify the digraph 'sh' at the start of 'shark'?

Mask the rest of the word showing only the 'sh'.

Can you think of a sound that these letters might represent?

Have you seen them in other words?



Contents

What are sharks? 4

What do sharks look like? 6

How big are sharks? 8

What do sharks eat? 10

What are baby sharks like? 12

Are sharks endangered? 14

Should we care for sharks? 16



What are sharks?

Sharks are large fish.

Most sharks are cold-blooded.



There are many different sorts of sharks.



4

5



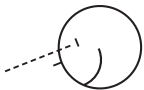
Talkthrough

This section tells us about what sharks look like. How are these sharks the same? How are they different? What are their bodies like? How would long smooth bodies help a shark? What are sharks' tails like?

Point out the dorsal fin on each shark's back.

Point out the captions on each photograph.

This writing is called a caption. It tells us about the shark in this photograph. We read the caption when we want more information about the shark in the photograph.



Observe and support

Is the child able to point out different text features on the page?

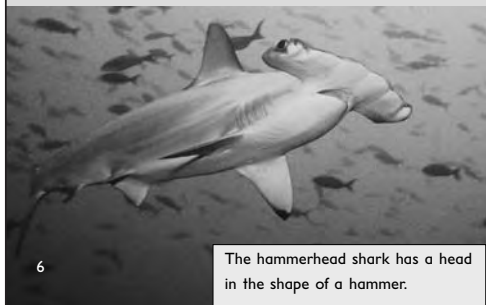
Where is the caption? How did you know that it was a caption? Which photograph does it tell us about? How do you know?

What do sharks look like?

Most sharks have long, smooth bodies
with a strong fin on their tail.

Most sharks have a fin on their back.

Some sharks have different shaped bodies.



6

The hammerhead shark has a head
in the shape of a hammer.



7

This reef shark has a
streamlined body.



Talkthrough

Point out the section heading.

Why is this writing a different colour and size to the other writing? What is it telling us?

Point out the question mark.

What does this tell us about the heading?

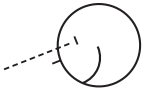
Turn to page 10.

What does this section tell us about? What did you look at to work that out?

Point out the word ‘prey’ on page 11.

What does this word mean?

What would help sharks to catch their prey?



Observe and support

Can the child understand the inferences in the text?

How long is a whale shark? What did you think about to work that out?

How big are sharks?

Sharks can be very big.
Some are very small.

Most sharks grow as long as one metre,
but the biggest sharks can be longer
than fifteen metres.

These reef sharks are less than
one metre long.



The whale shark grows as
long as a school bus.



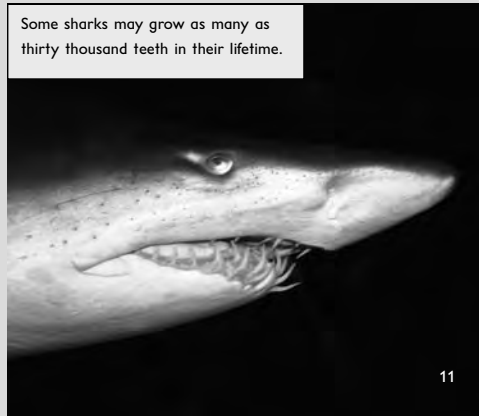
What do sharks eat?

Sharks eat other animals in the sea.
Sharks often hunt old or sick animals
because they are easy to catch.

Sharks have lots of sharp teeth.
Sometimes they lose their teeth
when they are killing their prey.
They can grow new teeth.



Some sharks may grow as many as
thirty thousand teeth in their lifetime.

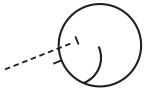




Talkthrough

Point to the shark eggs on page 12.

What do shark eggs look like? How are baby sharks born? Baby sharks are called pups. The book tells us that baby sharks can look after themselves as soon as they are born.



Observe and support

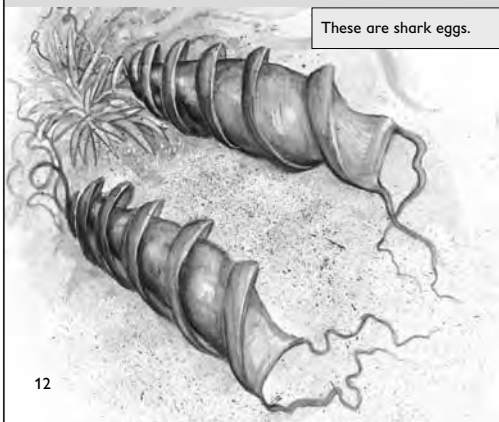
Does the child use contextual information to understand the meaning of new vocabulary?

What is a shark pup? How did you work that out?

What are baby sharks like?

Most baby sharks hatch from eggs.

These are shark eggs.



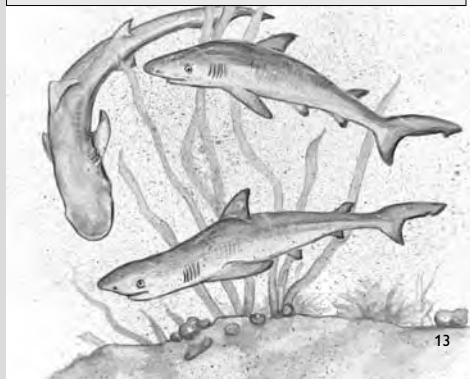
12

Baby sharks are called pups.

Shark pups can look after themselves as soon as they hatch.

Most sharks live for about 25 years.

These bull nose shark pups hatch from spiral-shaped eggs.



13



Talkthrough

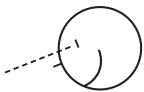
Can you see the word ‘endangered’? What did you look at and think about to find the word? Endangered means that many sharks have been killed so there are now very few sharks left anywhere in the world. Why might people kill sharks?

Point out the shark on page 15.

What has happened to this shark? How would getting caught in a fishing net affect the shark?

Turn to page 16.

This section tells us why we should care for sharks. What do you think it will tell us? The book says that sharks are an important ocean animal because they eat sick and old animals.



Observe and support

Can the child read the text fluently?

Model reading a passage of the text to the child. Have the child read it with you.

Can you make it sound like I do?

Have the child read the text by themselves.

Are sharks endangered?

Many sharks are endangered. Some people kill sharks for food or because they are afraid of them.



Many sharks also die when they get caught in fishing nets.



Should we care for sharks?

Sharks are an important part of the ocean. They kill and eat old and sick animals in the sea.

If they didn't do this, there would be too many animals. There would not be enough food for them all to eat.



Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What do sharks eat?

What is the biggest danger sharks face?

Why are sharks important to life in the sea?

Being a code breaker

Children may like to explore the following language feature:

- The long /a/ sound as in baby: prey, endangered, afraid, shaped.

Being a text user

Refer to the chart completed in the Setting the context section on page 1.

Discuss the differences between the chart and the information in the book. Invite the children to change and add to the chart.

What did we learn about sharks by reading this book?

What questions do you still have about sharks?

How might you find out this information?

Being a text critic

The author of this book says that sharks are an important part of the ocean. Do you think this is true? Why or why not?

Has this book made you change your mind about sharks? In what way?

Responding to text



Children could work in cooperative groups to complete a concept web showing all that they know about sharks.



Children could make a poster explaining what a shark is and providing information about how they live in the sea. Encourage children to add labels and captions to any illustrations they include.



Children could look through this book and other familiar books to list words that have the rime 'ark': shark, bark, dark, hark, lark, mark, park, stark.

Writing links

Shared writing

Review the use of captions in the book.

What do captions tell us? Where are they placed? How do we know which photograph they are telling us about?

Provide a range of pictures of animals. Model writing a paragraph about an animal and adding a caption to the picture.

What information should be included in the paragraph? Which information will we put in the caption?

Independent writing

Have children select a picture of an animal to write a short paragraph about. Have them write a caption to accompany the picture. Children's writing could be compiled into a class book, 'Animal encyclopaedia'.

Assessment

Can the child:

- Explain what a shark is like?
- Use the captions and photographs to gain information about sharks?
- Use context to establish or confirm the meaning of new vocabulary, e.g., 'prey'?



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Living things

Curriculum link: Science

Text type: Report

Reading level: 17

Word count: 210

Vocabulary: sharks, fish, cold-blooded, fin, tail, metre, hunt, teeth, sharp, prey, eggs, pups, endangered

Possible literacy focus

Understanding the literal meaning of the text to explain what sharks are like.

Gaining meaning from photographs by reading captions.

Using the context of a word to determine its meaning, e.g., 'prey'.

Summary

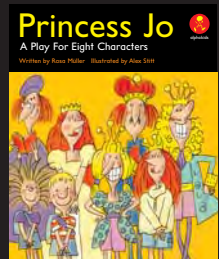
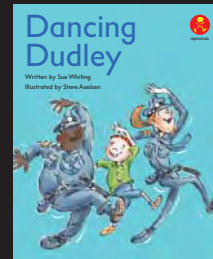
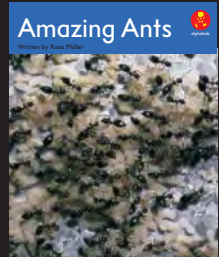
This book is a report about sharks, explaining what they are like, how they live and why they can be endangered.

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Other books at this level



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