



TITLE: SHARKS
LEVEL: M



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is an informational book that will tell us about sharks."
- "Turn to page 2. Sharks are fish that live all over the world. Instead of bones like other fish, they have a strong fibrous substance that is not as hard as bones."
- "Now turn the page. Here it is telling us about the shark's anatomy. The diagram shows us different parts of the shark."
- "Now turn the pages to see what else we will learn about sharks."
- "Turn back to the beginning and read about sharks."

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level M Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Ask students what new things they learned about sharks.
- Ask students if there are things they are still wondering about that the book did not tell them.

FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *dangerous* on page 10. Make the word with magnetic letters. Slide the word, in parts, to the left (*d-ang-er-ous* or *dang-er-ous*). Tell the students they can break a word apart into smaller familiar parts.
- Practice reading the book together a bit faster to develop fluency and phrasing.



You Will Need:

- Chart paper
- Marker

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will say words slowly to hear all of the sounds.

Steps:

1. Explain to the students that you are going to write down some things they know about sharks. As a group, discuss which one and what to write about it.
2. Refer back to the book for ideas of what they might want to say.
3. Select several ideas to record on the chart.
4. Have the students say the first word slowly.
5. Ask "What can you hear?" Have students come up and record the sounds they hear.
6. Work until the students have heard all of the sounds they can. Fill in the missing letters yourself.
7. Read the sentences.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for second language learners.

- Check to see that students understand new vocabulary, such as *fibrous*, *torpedo*, and *frequency*.
- Ask students to repeat the language structure in the new book several times.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.