



TEACHER READING GUIDE

***Wild Survival #2:
Swimming With Sharks***

written by Melissa Cristina Márquez

This book is from the **Wild Survival** series.



Essential Question: How does identifying characters' thoughts, feelings, and actions help readers understand how authors develop multiple perspectives in a text?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist



Text Type: Fiction

Genre: Adventure, Science

Themes/Topics: Marine Life, Environment, Nature

Lexile: 830L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work	ELA.5.F.1.3 (a) Apply knowledge of morphology to decode words.
Vocabulary	ELA.5.V.1.1 Use grade-level academic vocabulary. (Tier 2)
Comprehension	ELA.5.R.1.3 Describe how an author develops characters' perspectives.

BUILDING BACKGROUND

In *Wild Survival #2: Swimming with Sharks*, Adrianna Villalobos plans a Shark Appreciation Festival to bring awareness to shark conservation. Discuss the following topics:

- **Conservation** describes saving and protecting the environment.
- A **conservationist** is someone who works to save and protect the environment.
- Brainstorm ways people conserve (save and protect) animals.

Think-Write-Pair-Share:

- Students will **think** of an animal they would like to protect and **write** two to three reasons why they would protect this animal.
- **Pair** students with a partner, and ask them to **share** their reasons.

STUDENT LEARNING TARGETS

Today I am: identifying characters' thoughts, feelings, and actions.

So that I can: describe how authors develop multiple perspectives in a text.

WORD WORK – USE MORPHOLOGY TO DECODE AND UNDERSTAND WORDS

Students will use morphology to decode and understand the meaning of multisyllabic words. Practice identifying **base words** and **suffixes** using words from the text.

- **Base words** are single words that cannot be broken into smaller word parts and still have meaning.
 - Example: *care, friend, help, play, read*
- A **suffix** is a word part that, when added to the end of a base word, changes the meaning of a word.
 - Example: If the base word is *friend*, and the suffix *-ly* is added, the new word becomes *friendly*.

Write *-ation* on the board or chart paper.

- Point to *-ation*. Say:
 - "This suffix is pronounced /āshən/."
 - "This suffix means the *act or process of*."
- Explain that when a base word ends with *e*, the *e* is dropped before adding the suffix.

Recreate the chart below on the board or chart paper.

Example from the Book	Base Word	Suffix	Meaning
inspiration (p. 63)	inspire	<i>-ation</i> (act or process of)	act or process of inspiring

- Write the word *inspiration* on the board. Say:
 - "This word is made up of two word parts. *Inspire* is the base word."
 - "The suffix is *-ation*. What does the suffix *-ation* mean?"
 - "Yes, *-ation* means *the act or process of*. Blend the word parts together."
 - Run your finger under the word as you blend. "Inspiration. So *inspiration* means the *act or process of inspiring*."

Continue to use morphology to decode and understand the meaning of more words from the book:

conversation (p. 11)	conservation (p. 13)	organization (p. 45)	inspiration (p. 63)	declaration (p. 100)
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- **ELA.5.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.**
 - Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
- **ELA.5.V.1.2: Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.**

TALK ABOUT NEW AND INTERESTING WORDS

- **ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**
- **ELA.5.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:



sanctuary (p. 5): A **sanctuary** describes a place where something or someone is safe from harm or danger. The Villalobos family works at an animal **sanctuary** when they are not rescuing animals for their *Wild Survival!* television series.



distinctive (p. 97): If something is **distinctive**, it has a special quality or feature that makes it easily recognizable or different from other things of the same type. Yellow-bellied sea snakes have a **distinctive** yellow body making them easy to differentiate from other sea snakes.



sustainable (p. 135): When something is **sustainable**, it can continue at a steady level without causing damage. The Villalobos family supports **sustainable** fishing practices because they benefit the fishermen and conserve the oceans over time.



vilify (p. 205): If you **vilify** something or someone, you speak badly of them so others will have a low opinion of them. Mr. Savage **vilifies** sharks by calling them “terrifying beasts of the sea.”

Vocabulary Extension Activity

Students will use context clues to determine the meaning of words and phrases from other languages.

- In the text, characters use words and phrases from the Spanish, Sinhala, and Tamil languages.
- For example: “Seems like you’re ready to go—grab your bags and *vámonos!*” (p. 10)
 - The reader can infer that *vámonos* means “let’s go” based on their reasoning of a logical sequence of events. (you’re ready to go → grab your bags → let’s go)
- Use the glossary on p. 257 - 259 to confirm students’ translations.

B.E.S.T. Standards Connection

Use p. 205 of Florida’s ELA B.E.S.T. Standards to review types of context clues.

READ FOR MEANING – DEVELOPING MULTIPLE PERSPECTIVES

- **ELA.5.R.1.3: Describe how an author develops a character’s perspective in a literary text.**
 - **Clarification 1: The term perspective means “a particular attitude toward or way of regarding something.”**
- **ELA.5.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.**



Before:

Students will describe how the author develops multiple perspectives on the same topic and use the information to write an argumentative essay.

In the Author’s Note on p. 249, the author, Melissa Cristina Márquez, claims that sharks are one of the most misunderstood predators. Engage students in a discussion with the following prompts:

- What is a predator?
- What does it mean to be misunderstood?
- Why would the author claim that sharks are misunderstood predators?

In *Wild Survival #2: Swimming with Sharks*, Adrianna Villalobos travels with her family to Sri Lanka to encourage the release of a rare Pondicherry Shark. Adrianna Villalobos believes that sharks are fascinating creatures that should be protected. However, not everyone has the same perspective on sharks that she does. To bring awareness to the conservation and preservation of sharks, Adrianna plans a Shark Appreciation Festival. During this festival, Adrianna hopes to educate the community about the benefits of sharks and why they should be protected.

The author presents two different perspectives on sharks through the characters in the story.

1. Sharks should be protected.
2. Sharks should not be protected.

Students will gather information about each perspective to help them write an argumentative essay in response to the following prompt:

- Should sharks be protected? Why or why not?



During:

Students will recreate the chart below for each chapter.

Chapter	Perspective: Sharks should be protected.	Perspective: Sharks should not be protected.
1		

After reading each chapter, discuss the emerging perspectives different characters have about sharks.

- Use the following prompts to help students gather details from the text to include in the chart:
 - What perspectives are portrayed in this chapter?
 - What thoughts, feelings, or actions show the characters’ perspectives?

READ FOR MEANING – DEVELOPING MULTIPLE PERSPECTIVES

Model (I do): Chapters 1 – 5

Model thinking about how the author uses different characters to develop each perspective.

For example:

- **Perspective:** Sharks should be protected.
 - **Thoughts:** Adrianna asks her producer if a personal aquarium is even big enough for a shark. This question shows that Adrianna knows keeping sharks in captivity can be harmful to them and is not how they should be protected.
 - **Feelings:** Adrianna states that if anyone wants to know about sharks, they should ask her because she loves them. Since Adrianna loves sharks, she thinks it is important that they are protected.
 - **Actions:** The Villalobos family films a show called *Wild Survival!* where they travel all over the world in an effort to rescue animals. This time, they are traveling to Sri Lanka to try and convince the owners to protect the rare shark by releasing it into the ocean.
- **Perspective:** Sharks should not be protected.
 - **Thoughts:** When the producer mentions that viewers will see the Villalobos family swimming with man-eating sharks, he implies that sharks should not be protected because they eat people.

Chapter	Perspective: Sharks should be protected.	Perspective: Sharks should not be protected.
1	<p>Thoughts: Adrianna wonders if a personal aquarium would be big enough for a shark. (p. 9)</p> <p>Feelings: Adrianna Villalobos loves sharks. She is the shark expert in the family. (p. 7)</p> <p>Actions: The Villalobos family is traveling to Sri Lanka to rescue a rare Pondicherry Shark from someone’s personal aquarium and release it back into the wild.</p>	<p>Thoughts: The producer thinks that viewers will enjoy seeing the family swim with man-eating sharks. (p. 10)</p>

Continue to model identifying characters’ thoughts, feelings, or actions to describe each perspective for chapters 2 – 5.

Guided Practice (We do): Chapters 6 – 14

Independent Practice (You do): Chapters 15 – 19

Did You Know?

Acknowledging a counterclaim is not a required skill until 7th grade. However, according to Grades 4–6 B.E.S.T. Writing Argumentation Rubric, presenting a counterclaim is indicated in the above grade-level reporting category.



After:

Students will write an argumentative essay in response to the following prompt:

- Should sharks be protected? Why or why not?

Students will write a five-paragraph argumentative essay in response to the prompt.

- Paragraph 1: An introduction that includes a claim
- Paragraphs 2 – 4: Each paragraph will argue a different reason why sharks should or should not be protected. Each paragraph will include:
 - A topic sentence
 - Cited evidence from the text
 - 2 – 3 sentences of explanation and elaboration
- Paragraph 5: Conclusion that restates the claim