

# The Shark Book

by Pamela Chanko

**How big is the biggest shark in the world? Can a shark glow in the dark? This fascinating nonfiction book is designed for children and grown-ups to read together. It includes incredible photographs plus two kinds of text: simple text (for beginning readers to read or follow along) and more detailed text (for adults to read aloud). This is a perfect book for an older family member and a first grader to curl up and enjoy reading—side by side!**

## Create Successful Reading Habits

Ensure that each student reads connected text (multiple related sentences) everyday to support reading accuracy, fluency, and comprehension.

When students read connected text accurately students are required to:

- identify words quickly
- integrate ideas in the text with their background knowledge
- self-monitor their understanding
- apply strategies to support comprehension and repair misunderstandings

Current research from the What Works Clearinghouse shows that when students read connected text daily, both with and without constructive feedback, the development of reading accuracy, fluency, and comprehension is enhanced.\* This practice should begin as soon as students can identify a few words. Students benefit from interacting with a variety of connected texts, including texts of varied levels, diverse genres, and wide-ranging content. Both informational and narrative texts should be read frequently by students beginning in the early grades.

\* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

## SCIENCE OF READING – CONNECTING RESEARCH TO PRACTICE

### Reading is a Complex Task

Research has shown that fluent reading involves a set of skills and processes so complex that it is awe-inspiring.\* Fluent reading comprises numerous subskills and requires the brain to perform multiple tasks simultaneously and automatically. These subskills and tasks must be automatic and applied with a high degree of accuracy for a reader to gain meaning from the text.

Think about the hierarchy of skills that develops when students are learning to read:

- First, it is important for students to develop phonemic awareness, which is the conscious awareness of the individual sounds in language. The students then need to know the letters of the alphabet and their corresponding sounds.
- After developing phonemic awareness and basic letter knowledge, they can use this knowledge to begin to decode. This is called the alphabetic principle, which is the understanding that letters make sounds, and sounds go together to make words.
- Through explicit and systematic instruction paired with repeated practice, students' decoding becomes more automatic.
- Once students can decode words without much cognitive load, this leads to fluent reading.
- With sufficient practice, reading (decoding) becomes automatic.

## STANDARDS ALIGNMENT FLORIDA'S B.E.S.T. STANDARDS

Florida's B.E.S.T. Standards for ELA are built on the following premises:

English Language Arts is not a discrete set of skills but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

- The standards are clear and concise, so they are easily understood by every stakeholder.
- The texts students read are meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.
- Standards should not stand alone as a separate focus for instruction but should be combined purposefully.

**Look for standards alignment in each section of this guide.**

## WORD WORK – CONCEPTS OF PRINT

Help your students build their print concept skills. Concepts of print is the basic understanding of how print works. It includes knowing the difference between letters and other symbols, knowing we read from left to right, and knowing that words on the page—not the pictures—convey the meaning.

**ELA.1.F.1.1: Locate the title, table of contents, name of author(s) and illustrator(s), and glossary of books.**

Introduce the book by sharing that the **title** of the book is *The Shark Book*. Share that the name of the book is called the **title**. Point to the title and ask the students, “What is the title?” Repeat with them, “*The Shark Book*.” Say: “Before we begin reading, we are going to take a book walk and identify some important text features. Text features help you locate information in a text.”

Locate and define the following:

- **Title:** The name of a book.
- **Table of Contents:** An outline of the book and its chapters and page numbers where chapters begin. (Show an example.)
- **Author:** The name of the person who wrote the book.
- **Illustration:** A drawing used to emphasize an aspect of the text or to add reader interest.
- **Photograph:** A picture taken with a camera that reflects actual objects, settings, or events. Photographs in books are usually related to the topic of the text.
- **Glossary:** An alphabetized list of pertinent terms with corresponding definitions located at or near the end of a text.

### **ELL and SWD suggestion:**

Using visual aids and gestures as you teach print knowledge can support students’ understanding of letter names, letter sounds, and print concepts. Many literacy skills can transfer across languages. This helps learners to generalize skills they have mastered and make connections between what they know in their native language and what they need to know in English.

## TALK ABOUT NEW AND INTERESTING WORDS

When students encounter unfamiliar words, take a moment to talk with them about words using age-appropriate explanations or definitions. Here are some interesting words from the book with child-friendly definitions to discuss.

**ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**cartilage** (p. 16) The rubbery material that makes up a shark’s skeleton.

**fins** (p. 14) The body parts that fish use to move and steer through the water.

**gills** (p. 13) The body parts that fish use to breathe.

**plankton** (p. 6) Tiny plants and animals that float in the ocean.

### **ELL and SWD suggestion:**

Illustrations on each page as well as the picture glossary can be used to support vocabulary development. These pictures can help students internalize word meanings during discussions. Encourage ELL students to think of a word or word phrase in their native language that corresponds to the meaning of the word in English.

## READ FOR MEANING – INTERACTIVE READ ALOUD

Help your students understand texts. Reading books provides an opportunity for students to learn new reading strategies and to practice the application of strategies they know with progressively more complex text. Through **interactive read alouds**, teachers and students can think and respond to text through conversations before, during, and after engaging with a book.

- **ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.**
- **ELA.1.R.2.2: Identify the topic of and relevant details in a text.**
- **ELA.1.R.2.3: Explain similarities and differences between information provided in visuals and words in an informational text.**
- **ELA.1.R.2.4: Identify an author’s opinion(s) about the topic.**

### **Before: Introduction**

- Share the purpose for the read aloud, which is to respond to text through conversation before, during, and after reading the book.
- Introduce the title, and explore the photographs on the front and back covers of the book.
- Based on the title and photographs, ask, “What do you think this book is going to be about?”

### **During: Read Aloud**

- Where is the table of contents? What does it show you?
- What is **plankton**? Can you use the glossary to find out?
- What is the topic of this book? How do you know?
- What information do we get from page 11? (A Shark’s Body)
- Explain what you learned about sharks’ teeth on page 12.
- How are sharks’ teeth like human teeth? How are sharks’ teeth different from human teeth? (similarities and differences)

### **After: Discussion**

- What facts did you learn about sharks?
- Why did the author (Pamela Chanko) write this book?

### **ELL and SWD suggestion:**

Preread the book with the students to help build familiarity. This will help students to become familiar with the topic and structure of the text before engaging with the specific activities that require increased comprehension.