



Note: You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

TEXT FEATURES

- table of contents
- headings and subheadings
- glossary and index

VISUAL LITERACY

- photographs
- timeline
- diagram
- sidebars
- maps
- text boxes
- captions
- labels

TEXT SUPPORTS

- strong photographic support
- sidebars with scale and visual information
- self-contained page layouts
- topic of interest to students

POSSIBLE TEXT CHALLENGES

- amount of new information
- shark names in Latin

FISH WITH ATTITUDE THE SHARK BOOK

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TEXT TYPE: Non-fiction: Description—Report
GUIDED READING LEVEL: S

SUMMARY: There are over 450 types of sharks all over the world. This report provides information on different kinds of sharks, their interaction with humans, and some ways of protecting them.

FOCUS COMPREHENSION STRATEGY

- analyzing

FURTHER COMPREHENSION STRATEGIES

- self-monitoring
- synthesizing

ORAL LANGUAGE OPPORTUNITIES

- Ranking Ladder strategy
- discussing with a group
- answering questions
- shark expert interview (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: chunking words, associating sounds, and reblending
- language predictability: using dictionaries to solve word meanings
- high-frequency words: recognizes words linked to science, social studies, and geography

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- find facts and supporting details
- skim and scan text for information
- use supporting and visual information to find facts
- check and modify personal strategy use
- make inferences based on descriptive wording

ASSESSMENT TOOLS

Select from the following:

- Analyzing Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 4–15)

Making Connections: Text to Self and Inferring

BEFORE READING

Activate and build prior knowledge

- Write the word ‘attitude’ on the whiteboard (or chart paper). Ask, *What is the first word you think about when you read the word ‘attitude’?* Underneath the word ‘attitude,’ list some of the words suggested by students. Write the word ‘shark’ and ask students to think of the first words that come to mind. Record their suggestions. When the two lists are completed, ask students to compare and contrast the lists of words generated. Are there any similar words on both lists? Display the cover of the book. Ask, *Why do you think the author gave the book this title? What do you already know about sharks that would support having the word ‘attitude’ in the title? Do you know anything about sharks that would not be associated with the word ‘attitude’?* Provide students with the opportunity to discuss these questions as a group.

ESL NOTE: Prepare a KWL chart on chart paper with the headings, ‘What I know about sharks,’ ‘What I want to know about sharks,’ and ‘What I learned about sharks.’

Text and Visual Literacy Features

Introduce supports and challenges

- Direct students to the word ‘KEY’ on the Contents page and read the section together. As a group, turn to page 8 and identify the sidebar. Discuss the information contained in the sidebar. Ask, *How can the information in the sidebars help your understanding of sharks?* Remind students a sidebar contains additional information to support the main text. The sidebars can be used to compare and contrast the prey and size of different types of sharks. The sidebars also give photographic representations of shark teeth and jaw size. Ask, *How is the presentation of the information in the sidebar different than in the main text?*
- Again, turn to page 8 and preview the page. Highlight the different text features: main text, heading, subheading, Latin name, map and accompanying text information, photograph, and sidebar. Remind students that all the text features contain additional information about the Smalleye Pygmy shark not presented in the main text. Emphasize the importance of using all the information—not just the main text—to learn about the different types of sharks presented in this text.
- Direct students to the timeline on the bottom of page 4 and ask them what it is. Once students identify the timeline ask, *What is the purpose of a timeline? What information do we find on a timeline?* Provide students with the opportunity to discuss their knowledge of timelines.

Sequencing

Self-monitoring

- As a group, turn to the Contents page again and preview the headings and subheadings up to page 15. What do students notice about the contents of the book? If not mentioned, highlight the amount of new information presented on different types of sharks. Say, *We will be reading and learning about many different types of sharks. When we read we are trying to understand and organize new information. Some text contains a lot of new information and we have to use strategies to help us understand and remember the new information. What strategies do you use when you are reading a text containing a large amount of new information?* Allow students to share their strategies and suggest any that have not been suggested, e.g., looking at headings and subheadings, quickly scanning a page before reading, rereading sections that they did not understand, and pausing to think about what they read.

Word Solving and Building

- Direct students' attention to page 4 and the words 'Carcharodon megalodon' in parentheses, following the words 'Megalodon Shark.' Ask, *Why do you think these words are in parentheses?* Allow students to share responses, and if it is not mentioned, tell them it is the scientific name for the Megalodon shark. Inform students they will see the scientific name for most sharks in parentheses as they read the book. Ask, *What are some strategies you can use to help you pronounce the names of the different sharks? How can chunking parts of the word help? How can we use the sounds of certain letters and parts of the word to help us?* As a group, practise chunking and reblending the words 'Car-char-o-don me-ga-lo-don.' If necessary, select other scientific names for sharks and practise pronouncing these as well.

Analyzing

Set a purpose for reading

- Say, *You are going to be reading the text looking for information on different types of sharks. When you finish you will be choosing five sharks and putting them in order from one to five, based on which sharks you think are best suited to surviving in their environments. The number one shark would have the least difficulties and the number five may have the most problems. What are some things you will have to consider when ranking the sharks?* Encourage students to find examples from the text to show how particular sharks are well adapted to their environment. Highlight the need to look for enemies and predators, the availability of food, and their size as possible factors to consider when placing them in order. Provide each student with five sticky notes and ask them to number them from one to five. Students must place a sticky by the five sharks they choose.

Provide for early finishers

- Any students who finish early can discuss with a partner why they think sharks are feared by so many people, and if they think this fear is warranted.

DURING READING

Monitor reading

- Ask students to read to the end of page 15 on their own. Listen as individual students read aloud. Ensure all portions of the book—main text, captions, sidebars, and visual features—are being read.
- Assist students who are experiencing difficulty with the amount of new information presented. Ask, *How can the headings help you with the section you are about to read? What was a main fact you learned about a particular type of shark? Can you support your answer with information from the text?*

Observe

- Make observations on your assessment tools. (See the Analyzing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)
- Ensure students are attempting to use analyzing strategies suggested, e.g., using the sidebars and visual features to assist in understanding the text's content.
- Commend students who are successfully utilizing appropriate strategies, e.g., *Darius did an excellent job of reading the timeline. When he saw that sharks had been living on earth even before dinosaurs existed he realized what an amazing natural accomplishment sharks have achieved in surviving this long!*

AFTER READING

Analyzing

Revisit the purpose for reading

- Using the Ranking Ladder activity (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*), ask students, *What sharks do you think are best suited to survive in their environments?* Allow students to share their individual lists. As a group, students narrow their choices down to their top three. Select a representative or two from each group to present their group's list, and provide details from the text to support their answers.

Check on outstanding challenges

- Ask, *Can someone share an example of how they used chunking to help pronounce a difficult word?* Encourage students who had difficulty pronouncing the words to continue practising this strategy.
- Review and discuss any challenges students experienced related to the text. How did the sidebars and captions help their understanding? Were

they able to locate details to support and further explain their beliefs on sharks? Ask students to provide examples.

Note successful strategy use

- Highlight a student who successfully utilizes a reading strategy to build their understanding. For example, *After Phire read about the Smalleye Pygmy shark and the Velvet Belly Lantern shark, both of which are found under the heading ‘The Littlest Sharks,’ she compared both sharks. Phire studied the maps containing information on where the sharks are located and their habitats. She also looked closely at the sidebars on each type of shark, looking at their size in relation to each other and their prey. Phire said by comparing the two smallest types of sharks she got a better understanding as to their similarities and differences. This helped her remember some facts she learned about both types of shark.*

Second Session (pages 16–32)

Synthesizing

Self-monitoring and Language Predictability

BEFORE READING

Activate and build prior knowledge

- Ask students to share some of the main facts they learned about different types of sharks in the first session, and provide specific examples from the text to support their answers. Encourage students to use information from all aspects of the book, e.g., main text, captions, sidebars, diagram, and so on.
- Ask, *Why is it important for you to think about and keep track of your understanding of a text as you read?* Allow students to share their thoughts. Remind students self-questioning is a strategy to use when keeping track of their understanding of a text. Suggest some simple questions students can ask themselves as they read: *Do I understand this text? Does this map make sense to me? Should I reread this section?* Remind students that asking for help is important when they feel other strategies are not working for them. The help of other classmates, as well as the teacher, is sometimes a good course of action.
- Ask, *What can you do when you are having difficulty understanding a text?* Review some strategies students can use when they are experiencing problems with a passage, including: reading slowly, rereading, and trying to visualize puzzling text that might not have supportive visuals. Provide students with additional strategies. Look at where understanding stopped and go back to the previous page or paragraph and review known information. Say, *Ask yourself which part of the text you are having difficulties with. Is it a word? Is it an idea? Is it the information in a map or its text that is causing me difficulty?* Explain if it is a word causing difficulty, to check the glossary or a dictionary. If it is an idea, read the section aloud.

TEACHING TIP: Metacognition—being able to think and talk about thinking and learning—is an important part of reading comprehension. As much as possible, model ways to talk about your thinking and provide students with the opportunity to share their thoughts about their own learning and thinking.

High-Frequency Words

Introduce supports and challenges

- Ask students to turn to page 21 and find the word ‘species.’ Ask, *In what school subjects might you have learned or seen this word?* Tell students some words in the text—such as place names on the map, anatomy of a shark—may have been presented in other subject areas such as science, social studies, or geography. Highlight words such as ‘theories,’ ‘climate change,’ ‘plankton,’ and so on. Encourage students to use words they may have previously learned in school, as well as their knowledge in other subjects, to help them while reading about sharks.

Inferring

- Point out that many of the shark and fish species looked at in this text have names that reflect their appearance, or an important characteristic. Turn to page 20 and note the explanation given for the name, ‘Pilot’ fish. Can students infer why species have their names? Turn to the Goblin shark, on page 23. What inferences can be made about this name? Ask students what they think the reasons are for some of the other names seen in the text.

Analyzing

Set a purpose for reading

- Explain to students that as they read the remainder of the book, they are going to keep an eye out for what they think are unusual, impressive, or striking facts. One way of doing this is to skim and scan the book’s features before reading. Pictures like the detached shark fins, or headings such as ‘Sharks Eating Humans’ (both examples located on page 30) can provide clues when analyzing information for these kinds of facts. Students should highlight at least three facts with sticky notes provided to them.

Provide for early finishers

- Students who finish early can pair up and discuss the impact humans have on sharks. They can use pages 30–31 as a starting point for discussion.

DURING READING

Monitor reading

- Ask students to read to the end of the book. Encourage students to stop at the end of each section and recall what they just read about each shark.
- Allow students to read to you. During their reading, provide them with appropriate comprehension prompts, e.g., *Does the information you read in the first session help you with understanding what you are reading now? What does the sidebar tell you about this type of shark? How are the photographs helping your understanding?*
- Provide support to students in word solving and vocabulary. Ensure students are using a variety of strategies, including both the glossary and recognizing familiar scientific words and applying them to their reading experience.

Observe

- Make observations on your assessment tools. (See the Analyzing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)
- Give feedback on any successful use of strategies you observe. Highlighting the strategies discussed prior to reading can support individual students experiencing any difficulty.

AFTER READING

Revisit the purpose for reading

- Ask each student to recall what facts they found most unusual, impressive, or striking. Offer a prompt to students. Say, *Can you tell me a bit more about this fact you've chosen?* Be sure to have students explain how they found the facts they chose. Did they skim and scan the text? Did they look to the visual features in the book for a starting point?

Check on outstanding challenges

- Your observations will help you identify any challenges students experienced during reading. Address any of these issues at this time. Did students successfully use self-monitoring and fix-up strategies? Which strategies worked best for them while reading this book?

Note successful strategy use

- Explain a successful strategy you observed, e.g., *When Christine came to the words 'climate change' she remembered discussing the concept in*

Analyzing

social studies earlier in the year. She recalled that the class looked at how global warming and climate change would affect humans. She began to think about the effects it might have on different types of sharks. Christine made good use of her knowledge of words from other subject areas when reading about sharks.

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 6 Literacy Support Guide*.

Analyzing

Written

- Ask students to research a type of shark not featured in the book. Students will present their research in the same kind of format used in the text. A couple of paragraphs on the shark they research will act as main text, as well as a sidebar containing additional information. Students can include a photograph of the shark from an available source (e.g., magazine, Internet), or draw a picture of the shark if they wish. Students can include the same kind of information presented in the book's sidebars or select other branches of information to spotlight.

Synthesizing

Artistic

- Ask students to imagine they are going to create a Website about sharks. Ask them to design the homepage for the site. Students can either sketch the homepage or use an appropriate computer program to create the homepage. Students need to keep in mind that the layout for the page must be appealing and functional. The design should include well-chosen fonts, information, 'links' to different parts of the site, and some images of sharks.

Evaluating

Oral/dramatic

- This activity can be held in groups of 3 or 4 students. A small panel of experts are holding a news conference to unveil and talk about three new species of sharks recently discovered. A media representative is to ask each panel member several questions about one of the sharks, and then move on to the next expert with the same questions about one of the other sharks discovered. The group can work together to name each new shark discovered and come up with some fun, off-the-wall facts about these sharks. They can give their sharks odd names, unusual appearances, and fascinating characteristics (a talking shark that literally has 'attitude,' for example). Although students are encouraged to come up with facts that are creative, even improbable in nature, they should also mix in some information they've learned from the text they have just read. Facts like size, prey, predators, habitat, depth, and so on should be used when relating their information.