



Sharks at the Aquarium

Level G / 117 words / informational

High frequency words:

because, every, found, going, has, its, many, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen a shark? What do you know about sharks?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *aquarium, breathes, quickly, and yikes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Explain that *yikes* is an exclamation expressing shock and alarm.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Shark skin feels just like sandpaper.
Instead of flat and rough scales like a fish, shark scales are smooth and teeth-like.
These scales point towards the tail, which reduces friction and helps the shark to swim very fast.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why do sharks always look like they are staring? What happens when a shark loses a tooth?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for sharks to have rows and rows of teeth? What would you do if you had lots and lots of teeth?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *fishing, losing, staring, and swimming*.
- Point out the apostrophe in the word *shark's*. Explain that the 's means possession.
- Find and discuss the plural nouns: *pups, sharks, rows, and teeth*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

Writing activity

- Have each student write and complete the following sentence: "*Sharks use their _____ to _____.*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing exclamation words; Practicing words with the *-ing* suffix; Introducing possessive words with the 's ending; Practicing plural nouns; Rereading.