

Lesson Plan

**Early Fluent
reading stage
Levels 15–16**



Shark Attack! describes the ways sharks use their senses to find and catch their food in the vast ocean where prey can be difficult to find and a long way away.

Running words: 349

Informative text type:
Explanation

Science Curriculum links

Australia

- **BS (ACSSU017)** Living things have a variety of external features
- **BS (ACSSU211)** Living things live in different places where their needs are met

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **PW:** Explore everyday examples of physical phenomena such as electricity, light and sound

Key concepts

- Sharks eat other animals.
- Finding food in the ocean is difficult.
- Sharks have senses that help them to find food, even when it is far from them.

Content vocabulary

animal, catch, dark, dim, electricity, eyesight, food, grip, hearing, hunters, hurt, kill, kilometres, ocean, pointy, prey, senses, sharks, swim, swimmers, teeth, vibrations, water

Text features

- Chapter headings
- Captioned and labelled photographs
- Table of contents
- Glossary

Reading strategy

- Using text features

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What do you know about sharks? Where do they live? What do they eat? How do they catch their food?* Invite students to talk with a partner and then share their ideas with the group.

Provide each student with a copy of *Shark Attack!* Say: *This book is called Shark Attack! It is about how sharks use their senses and their bodies to find and catch the food they eat.* Have students browse through the book, looking at the chapter headings and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about how sharks attack?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers use the features of books to get all of the information from what they read.* Have students turn to pages 2 and 3. Ask: *What does a contents page tell us?* If required, explain how a contents page works. Have students turn to pages 4 and 5. Ask: *What features do you see on these pages?* (section heading, photographs with caption, bolded word indicating glossary entry) Say: *Each of these features give us information.* Have students read these pages. Ask: *What did you learn from the heading? What information did you get from the photos and caption? How does this help you to understand the text better?* Say: *Practise paying attention to the book's features as you read.*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to pay attention to the text features. Stop them as they read and ask: *What information is in the photographs? What does the caption tell you? How does this help you to understand the text better?* Support students in identifying the features on specific pages. Pause to explain what these features are there for. Point to a caption and ask: *What information does this tell us?*

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

What makes it hard for sharks to find food? What are sharks' teeth like? (Literal)

How do sharks find their food? What senses do sharks have that most other animals don't? (Inferential)

Why are sharks good predators? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *I noticed you looking at the headings, photographs and captions as you read. That is what good readers do. Noticing these text features helps you to get more information from the book.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students sit with a partner, taking turns to talk about the sharks featured in the book and identifying which shark they liked best or found to be most interesting. Encourage students to explain why they found this shark appealing or interesting. Have students report back to the class. You could collate this information into a shark popularity tally sheet. This could be used to create a class graph or pictograph.

Vocabulary

Have students turn to pages 8 and 9. Read these pages together. Ask: *Which words tell us that it is hard to see in the water? (dark, dim)* Write these words on cards displayed on the board. Ask: *What other words describe when it is hard to see?* (For example, *blurry, murky, inky, gloomy, pitch black, jet black, shadowy, shady, overcast and sunless.*) Write students' suggestions on cards, too.

You could extend students' understanding of these words by having them rank the cards from most to least dark.

Phonological awareness

Ask: *What sound does "shark" start with? Do you know any other words that start with /sh/? What sound do you hear at the end of "fish"? Do you know any other words that end in /sh/?*

Have students turn and talk to a partner, taking turns to say a word with the /sh/ sound in it. Partners must say whether the /sh/ sound is at the beginning, end or middle of the word.

Phonics

Write the words *shark* and *fish* on a chart. Ask: *Which letters make the /sh/ sound in "shark"? In "fish"?* Underline the letters. Ask: *What other words have the /sh/ sound?* List these on the chart according to how the sound is spelt. (Common spellings include "sh" as in *shark*, "ch" as in *chef* and "ti" as in *fraction*. Less common spellings include "c" as in *ocean*, "ss" as in *tissue*, "s" as in *sugar* and "che" as in *moustache*.)

Discuss the different ways that /sh/ can be spelt.

Writing

Shared writing

Ask: *What have we learnt about sharks? Why are they so good at finding and attacking prey?*

Say: *Let's write about one of the sharks in the book, such as the hammerhead shark. What things do we know about this shark? What other things do we need to find out?* List the information from the book and questions that students still have about this shark. Model researching to find answers to these questions. (For example, type "hammerhead sharks for kids" into an internet search engine.)

Note: This writing task may take several days to complete.

Have students contribute ideas about the research, content and writing conventions. For example, you could ask: *Which question does this information answer? How can we write this information in our own words?*

Independent writing

Ask: *What have you learnt about sharks?* Have students talk with a partner and then share their ideas with the group.

Have students select a shark from the book and write a simple explanation about how this shark gets food.

Sharing and presenting

Have students display their work on their desks. Split the group in half. Have one half of the students stand with their work, while the other half walks around the room, reading their fellow students' writing. Switch roles. Encourage students to give each other positive feedback about the work.

Say: *We have learnt a lot about sharks and how they use their senses and bodies to get food. Do other animals use their senses and bodies in this way? What other things would you like to know about how animals use their senses and bodies to get food?* Discuss as a group.

Blackline Master: Shark Attack!

Name: _____

Use the words or phrases from the word bank to label this shark to show all the things that help it find food.

sharp teeth	good eyesight	good sense of smell
good hearing	can sense vibrations	fast swimmer



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