

National Geographic Kids Reader: Sharks

Notes for teachers: using this book in the classroom

Reading objectives: read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; discuss and clarify the meanings of words; be introduced to non-fiction books that are structured in different ways; discuss the sequence of events in books and how items of information are related; predict what might happen on the basis of what has been read so far

Spoken language objectives: participate in discussions, presentations, performances, role play/improvisations and debates; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; articulate and justify answers, arguments and opinions

Curriculum links: Science: Animals, including humans; Living things and their habitats; Art and Design; Writing – composition

Interest words: cartilage, predators, prey, serrated, prehistoric, extinct, Oceanic Whitetip, hammerhead, remoras, spined pygmy, mako, Wobbegongs, megalodon, scientists, plankton, weirdest, creepiest, fearsome

Pronunciation guide: pygmy (*pig-me*), wobbegong (*wob-be-gong*)

Resources: mirrors, paper, crayons

Children who are reading at Purple and Gold book bands should be able to read longer and more complex sentences and tackle more challenging and less familiar vocabulary with increasing independence. They may still need support from adults to help maintain fluency and to develop understanding as ideas become more complex, and more inference and deduction is required. Guided and Independent reading opportunities can be used to develop these skills.

Language

- Most of the language in this book will be manageable to children reading at this level and many words will be decoded independently. Some discussion may be needed in guided groups to develop comprehension as less familiar and technical vocabulary is introduced. Children may need help with the following:
 - decoding and understanding some of the words contained in the Water Bite boxes: *cartilage, predators, prey, serrated, prehistoric, extinct.*
 - reading shark and other sea creature names: *oceanic whitetip, hammerhead, remoras, spined pygmy, mako, wobbegongs.*
 - reading less familiar or technical vocabulary that appears in the main text: *megalodon, scientists, plankton, weirdest, creepiest, fearsome.*

Collins

- Children may need help using the organisational devices, e.g. the table of contents to find information, the alphabetically organised glossary.
- Children may need help to use a range of cues to make full meaning as they read, e.g. on pages 6–7, children need to understand that the text in more than one paragraph, and information in the Water Bite box, work together to explain how sharks move and why cartilage is important.
- Children will enjoy making predictions about what will happen to the swimmer on page 20, and then being caught out, based on their experience of language patterns.
- Children may need to talk about the word play in the jokes to make meaning from them.

Images

- Look at the image on the front cover. Challenge children to find powerful adjectives to describe the shark's appearance, focusing on its teeth, and what it is doing. Children will be keen to talk about their experiences and feelings about sharks as they look at the images throughout this book.
- Look carefully at the unusual images of the pup emerging from the egg case, and ask children to describe what they can see happening.

Activities

- Using mirrors and pictures from the book, help children to compare their teeth to a shark's teeth. Discuss whether their teeth are good for ripping or grinding.
- Explore whether humans should be scared about sharks using role play. Invite children to pretend to be Bethany Hamilton and to answer some questions about what happened to her and why she still likes to go surfing.
- Provide children with crayons and paper. Challenge them to draw their favourite type of shark from the book, adding some labels.

Questions

- Why do sharks have cartilage instead of bones? What does it help them to do?
- How do sharks sense their prey?
- How many types of sharks are there?
- Are you scared of sharks and do you think that humans should be scared of sharks?