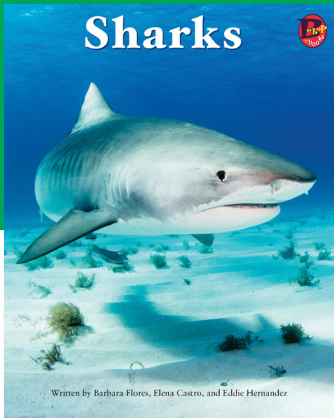




# BEBOP CLASSROOM CONNECTION



Guided Reading with

## Sharks

*Guided Reading Level: L*

*DRA Level: 24*

by Barbara Flores, Elena Castro, and Eddie Hernandez

**Overview:** Read this book to learn some interesting facts about different sharks.

### About the Book

Page number: 16, Word Count: 180

**Genre:** Nonfiction

#### Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- use syllabication strategies to decode multisyllable words
- use a wide variety of high frequency words to support fluent reading
- use background and vocabulary knowledge to help read and comprehend unknown words

- read varied sentences fluently, with expression and stamina
- use questions asked in the text to support comprehension
- use text and illustrations/photos to visualize information presented
- read and interpret numerical information included in text

#### Supportive Text Features:

- some details supported by illustrations
- some vocabulary is familiar, with some more varied word choices, literary and content-specific language
- varied sentence lengths and formats
- explicit and predictable text structure with some repetitive phrasing

#### Phonics:

- strategies for decoding multisyllable words
- spelling rules for adding superlative -est endings (biggest, largest, fastest)

#### Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7

**ELL/ESL: Los tiburones** See last page

### Getting Ready to Read

#### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What do you know about sharks? Have you heard of any certain kinds of sharks?
- If someone was interested in learning about different kinds of sharks, what questions might they have?
- What do you call someone who can run faster than everyone else? Someone who is a bigger size than everyone else? What other -est words can you think of that might apply to sharks?

#### 2. Connect children's past experiences with the story and vocabulary:



- Hold the book. Call children's attention to the title. Read: "Sharks."
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Ask children if they think this book will be fiction or nonfiction and why they think that.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows. Ask them to share questions they have about the photos that might be answered as they read.
- Point out that each page begins with a question. Encourage students to pause and think about the question, then read the answer to learn more.
- If you feel it's helpful, preview one of the text sections that includes numerical information. Model for students how to read numbers with decimal points and/or metric conversions in parentheses.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowel sounds they may know.
- Suggest that children read on past an unfamiliar word in order to use the context of the book and sentence to unlock the

meaning of the word. Encourage children to return to the word after completing the sentence or section.

- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

### 4. Be aware of the following text features:

- The book contains familiar words, including a variety of high frequency words.
- There are many content-specific and challenging vocabulary words and phrases, including:
- Shark species names: whale shark, great white shark, hammerhead shark, thresher shark, mako shark, nurse shark, angel shark, pygmy shark
- Measurement words: feet, meters, tons, metric tons, inches, centimeters, miles/ kilometers per hour
- Other words: hammer-shaped, gather, stun, barbels, blends, prey
- Each page spread includes a question that begins "Which is the \_\_\_\_ ? and answers with information about a type of shark.

Guided Reading Note: Level L is the benchmark for the middle of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should



feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out about the sharks described in this book.**

**2. Have children read the book silently.** Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: "What is the book about?" or "Tell me how the book begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

**3. Look for these reading behaviors during the first reading:**

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?

- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? Smile? Frown?
- Are they drawing conclusions and making inferences?

**4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.**

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you sound out the word?" "Did you think about chunking the word?"

**5. Possible teaching points to address based on your observations:**

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock



words by considering the sentence structure or parts of speech in the sentence.

- Review how to determine what is important in a picture, sentence, or section.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Model how to revisit the text to find specific examples or ideas.

### After the First Reading

**1. Have children confirm their predictions and talk about what this book taught them about sharks.**

**2. Ask questions like:**

- What questions did the authors ask in the book? How was each question answered?
- Were you surprised by any of the shark information?
- What else do you want to know about sharks?
- Which shark do you want to learn more about? Why?
- Revisit some of the -est words brainstormed before reading. Talk about why the authors likely didn’t include pages about the “prettiest shark,” the “coolest” shark, or other subjective categories.
- Why do you think the authors wanted to

share this book with young people?

- Why do you think some people are scared of sharks? What could you tell them to make them less afraid?
- Why do you think some people love sharks? What is unique about them compared to other animals?
- Do people have a responsibility to take care of sharks? Why or why not?

### Second Reading

**1. Have children reread the book silently or to a partner.**

**2. This is a time for assessment. Keeping notes on children’s progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.**

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child’s reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.



### Cross-Curricular Activities

**Language:** Hunt for all the words in the text that include -est endings. Talk about the root words for each superlative. Talk about why the other pages did not have -est words (e.g., it's not grammatically correct to say "bestest at seeing.") Talk about spelling rules for adding -est endings and practice with other examples beyond the text.

Review some of the multisyllable words in the book. Work together to divide each word into syllables. Talk about using syllabication to help decode or spell longer unfamiliar words.

Review some of the multi-use vocabulary words from the book, such as gather, stun, blend, prey. Ask students to practice inferring word meanings using evidence from the text and illustrations. Have students use strategies like sketching the meaning of the word, acting out the word, or creating a concept map of the word to help build their understanding of how it could be used in different contexts.

Have students practice summarizing the text using a three-column chart, listing a descriptor for each type of shark (adapted from the text questions), name of each shark type, and 1-2 bullet points facts about each shark.

Have students read, or read aloud, other books about sharks or famous individuals who've studied sharks, such as Eugenie Clark. Make connections between texts. Talk about how reading an overview informational text, like *Sharks*, can prepare readers for comprehending other books by building background knowledge.

Talk about visualizing when reading informational

text. Choose specific scenes from the book and have students talk in pairs about what they imagined as they read them (e.g., a thresher shark gathering fish to stun and eat.) Find videos online of some of the scenes and ask students to compare their imaginations to the videos.

**Mathematics:** Revisit the numerical data from the book. Measure out the lengths listed in inches and centimeters. Compare the weight of a whale shark to a familiar object (e.g., a school bus is about 12.5 tons). Compare the speed of a mako shark to the speed limit on a familiar roadway.

Science: Have students use other books or online resources to research specific types of sharks. Generate a list of research questions to help them organize their ideas.

Help students learn more about shark tracking efforts in the ocean nearest to where you're located.

Here is a collection of classroom-friendly shark videos curated by We Are Teachers: <https://www.weareteachers.com/shark-videos-for-kids/>.

Check out Monterey Bay Aquarium's Live Shark Cam: <https://www.montereybayaquarium.org/animals/live-cams/shark-cam>.

**Social Studies:** Have students research an issue related to sharks that is controversial, such as shark tourism, shark hunting, or shark fear/management near human swimming areas. Have pairs of students engage in a debate or work on a list of considerations for each side of the issue.

Team up with your school or public librarian to assemble a folktale unit centering sharks from cultures around the world then and now. In what types of stories do sharks appear? How are sharks



depicted: good, evil, scary, kind, regal, etc.

**Art:** Have students each choose a type of shark and print a photo of it. Have them use drawing supplies or paints to create an appropriate ocean habitat and cut out the shark photo and glue it on.

**Physical Education:** Play the whole class game “Sharks and Minnows” with students outside. Instructions are available from the Playworks’ Game Library: <https://www.playworks.org/game-library/sharks-and-minnows/>.



## Guided Reading with **Los tiburones**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

### **Noun & Adjective Support**

**The following types of sharks are listed in the story:** el tiburón ballena; el tiburón blanco; el tiburón martillo; el tiburón zorro; el

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tiburón mako; el tiburón nodriza; el tiburón angel; el tiburón pigmeo

### **The following characteristics are associated with each of the types of sharks:**

más grande; los dientes más largos; ve mejor; usa la cola para cazar; más rápido; tiene antenas; se esconde en el fondo del mar; muy pequeño

Print the different types of sharks on separate index cards. Next, print each characteristic of each shark on individual index cards. Mix up the cards and have students match the corresponding characteristic with the appropriate shark.

Have students complete this activity with or without support from the illustrations, depending on each learner's needs.

For students engaging with both English and Spanish texts, have students note that there are questions used throughout the story. In Spanish, the question marks come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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