

Sharks

This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

L.2.4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RF.3.3.c: Decode multisyllable words.

W.3.7: Conduct short research projects that build knowledge about a topic.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

L.3.2.g: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

BEFORE LISTENING

About the Story

Sharks have inhabited the earth for more than 400 million years. In this clearly written and colorfully illustrated story, Gail Gibbons introduces viewers to the fascinating world of sharks. Several of the 350 known species are highlighted with facts on how and where they live, the ways in which they differ from other fish, how their bodies work, and how they survive in their environment. The conclusion of the book consists of unusual facts about sharks, as well as advice on how to react if encountering a shark while in the water.

Activate Prior Knowledge/Build Background

Ask children if they've ever seen a shark. If they have, ask them to tell where they were (maybe at an aquarium or on a whale watch) and what the shark looked like. Explain that there are many kinds of sharks and that this book tells about some of the most interesting species.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: RI.2.1, SL.2.2; RI.3.1, RI.3.2, SL.3.2, SL.3.3

Ask children the following questions about the book. Call on volunteers to respond orally.

1. Where are sharks found?
2. What kind of sharks are most dangerous?
3. How are sharks different from fish? (Compare and contrast)
4. What fact about sharks did you find most interesting or surprising? Why? (Make judgments)

Vocabulary

CCSS: RI.2.4, L.2.4.e; RI.3.4, RF.3.3.c, L.3.2.g

Some terms in the book may be unfamiliar to young readers. Have students work with a partner and use a dictionary to define the words that follow.

Afterwards, go over the terms as a group to check for understanding.

Scales	migrate
senses	blood vessel
reefs	aggressive
gill	species

Social Studies: Know Your Bodies of Water

CCSS: W.2.7, W.2.8; W.3.7

The book opens with the words, "Sharks live in oceans." Use this sentence as a starting point to a geography exercise. Have the group use the school library media center to obtain the following information:

- a) How much of the earth's surface is covered by water? (72%)
- b) Find the names of the major oceans. (*Atlantic, Pacific, Indian, Arctic, and Antarctic*)
- c) How does a sea differ from an ocean? (*A sea may be a clearly defined body of water within an ocean or a large landlocked body of water.*)
- d) Locate and name the major seas of the world. (*Baltic, Black, Caribbean, Caspian, Mediterranean, North, and Red*)

Art: Make a Poster

CCSS: W.2.8

Have children work in groups. Each group selects a specific kind of shark. Look at several pictures from the book and draw, color, and/or paint a poster-sized mural of the selected shark. Label the poster with the name of the shark. Have children look through the book to find out its food preferences, and where it lives, along with any other facts the children find interesting.

Science: Shark Solutions

CCSS: SL.2.1; SL.3.1

The book states that some types of sharks are in danger of becoming extinct. Discuss what this means. Then ask why this is so (extensive commercial and sport fishing, and pollution). Discuss possible ways to help these sharks.

On the Internet: Shark Habitats

CCSS: W.2.7; RI.3.5, W.3.7

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable. Use the Internet to conduct a further study on ocean life. Identify the zones where sharks are most likely to live. Illustrate on maps, labeling the name of the ocean, the species of shark, and any other relevant information.