



Teacher Edition

AlphaWorld



Shark Attack!

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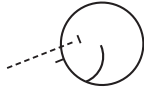
1 2 3 4 5 6 7 8 9
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How to use this book



Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with further teaching plans.

Selected text features

- Contents page
- Format of a report with an introduction and a conclusion
- Section headings
- Colour photographs support the text
- Labelled pictures provide extra information

Vocabulary

electricity, injured, kilometres, ocean, senses, shark, sight, swimmers, teeth, thousands, vibrations

Setting the context

You could play a game of ‘What am I?’ Give clues to the children. For example:

I am a great swimmer.

I can see well in dim light.

I have very sharp teeth.

I have good hearing.

I can feel electricity that animals give off when they move.

I live in the ocean.

I can smell a drop of blood from 3 kilometres away.

What am I?



Front cover

Show the front cover.

This book is called Shark Attack!

Do you think it will be a factual book or a fictional book?

What sort of information do you think will be in the book?

Background information

Most sharks are predators. They have highly adapted senses that help them to find and kill prey. Not all sharks use each sense equally to find food. Most sharks integrate their senses as they hunt for their food.



Title page

Turn to the title page.

Point out the title, the author's name and the book series logo.



Talkthrough

Turn to the contents page.

This is the contents page.

Read the section headings to the children and ask:

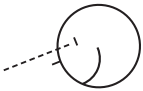
Which section interests you most? Why?

When reading this book, do you have to read it from start to finish? Why or why not?

Turn to pages 4–5

This shark is called the great white shark. What do you know about this shark?

What features do you notice in the photo?



Observe and support

Are the children able to identify and understand the purpose of different text features?

Where is the contents page?

What is it used for?

Where is the section heading?

Why do some books have section headings?

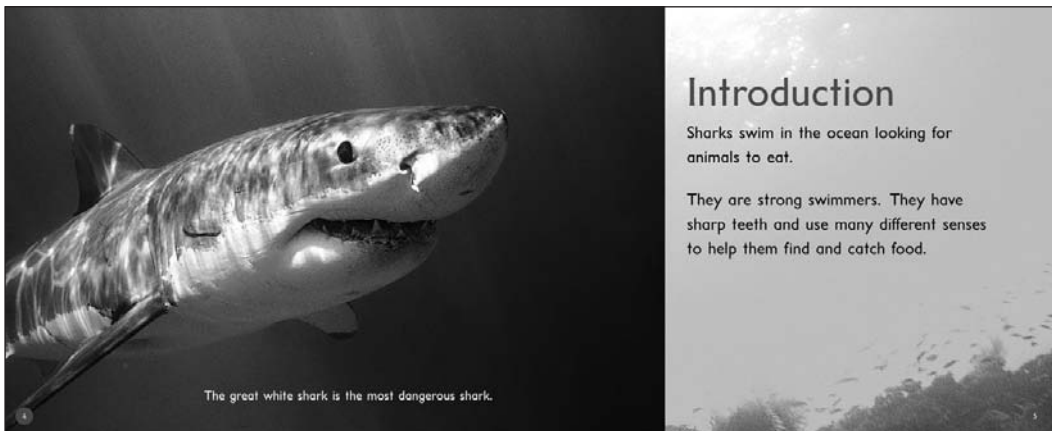
Where is the caption?

Why do photographs sometimes have captions?



Contents

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The great white shark is the most dangerous shark.

Introduction

Sharks swim in the ocean looking for animals to eat.

They are strong swimmers. They have sharp teeth and use many different senses to help them find and catch food.



Talkthrough

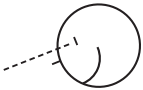
Turn to pages 6–7

The information in this section tells us that sharks are very fast swimmers. How fast do you think they can swim?

What features does a shark have that would help it to be a fast swimmer?

Turn to pages 8–9

This section is called ‘Shark sight’. Do you think that sharks would need to have good eyesight? Why or why not?



Observe and support

Ask a child having difficulty to read aloud to you. Does the child attend to paragraph breaks to support expressive reading?

Point out the paragraph break.

Did you notice the extra space between these two lines?

This tells us a new idea is coming.

When reading aloud stop and pause before reading a new paragraph.

This will help the people who are listening to you understand the information more easily.

Fast swimmers

Sharks are very fast swimmers. Some sharks can swim at more than 60 kilometres an hour.

When a shark finds an animal to eat, it swims straight at the animal to catch it.



The mako shark is the fastest shark. It can swim of more than 60 kilometres per hour.



Shark sight

Sharks use their eyes to find food. They have very good eyesight.

Sharks can see well in dim light. They often look for animals that are hurt. These animals are easier to catch and kill.

The silvertip shark lives around coral reefs and islands. It eats other fish.





Talkthrough

Turn to pages 10–11

Do you think sharks are able to smell?

How might this help them to survive?

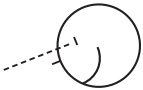
Look at the photograph of the shark. Can you see its nostrils?

Turn to pages 12–13

Do sharks have ears?

How do they hear sounds?

What sounds might they need to be able to hear?



Observe and support

Can the children gain extra information from the text by reading and understanding the captions accompanying the photographs?

What do sharks use their nostrils for?

Can you show me where in the book it tells you this?

How do sharks hear?

Where did you find out this?



Sharks use their nostrils for smelling but not for breathing.

Smelling food

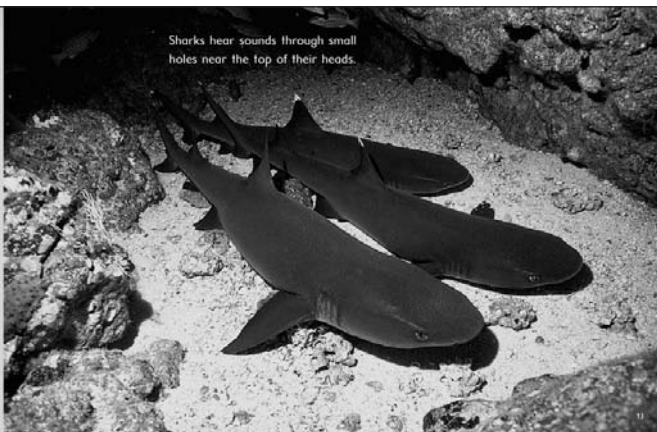
Sharks have a very good sense of smell and this helps them to find food. They can smell a drop of blood in the sea three kilometres away.

Sharks swim towards the smell of blood, looking for an injured animal to eat.

11

Hearing sounds

Sharks have good hearing. They can hear low sounds that people can't hear. They can tell where the sound is coming from. This helps them to find their prey.



Sharks hear sounds through small holes near the top of their heads.



Turn to pages 14–15

This section is called ‘Feeling electricity’. What is electricity?

Would sharks really ‘feel electricity’?

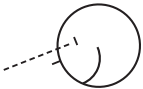
What do you think the book will tell us?

Turn to pages 16–17

This section is called ‘Feeling vibrations’. What vibrations might a shark feel?

Why might they need to be able to do this?

How would it help them?



Observe and support

Do the children use a range of strategies to work out new vocabulary?

You read the word ‘vibrations’. How did you know this word was ‘vibrations’?

What did you check?

What did you think about?

If any of the children are having difficulty, you could say:

Look at the start of the word. What sound might these letters make?

Look at the ending of the word. What does this tell you?

What sort of word are you looking for?

What would make sense here?



The hammerhead shark has sensors on its head to sense electricity.

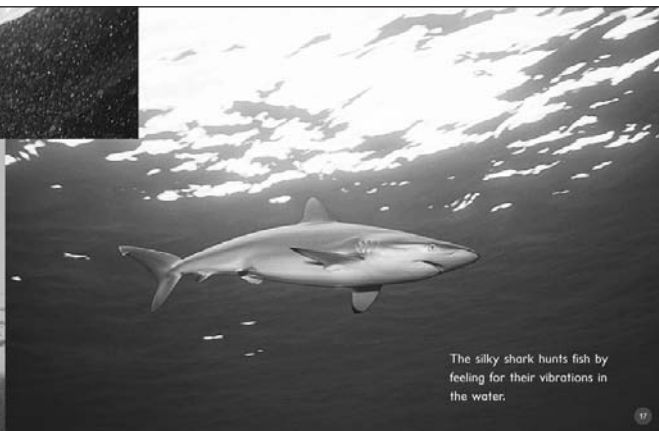
Feeling electricity

Animals give off tiny amounts of electricity when they move. Sharks can feel this electricity. Sharks use this sense to find animals to eat.



Feeling vibrations

Animals make vibrations in the water when they move. Sharks can feel these vibrations. Sharks use this sense to find animals that are hurt and struggling in the water.



The silky shark hunts fish by feeling for their vibrations in the water.



Talkthrough

Turn to pages 18–19

What do sharks use their teeth for?

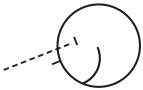
What might happen if a shark's tooth breaks or is knocked out?

What sort of food do you think this shark eats?

What feature does this shark have that would help it to eat meat?

Turn to page 20

The conclusion tells us that sharks are excellent hunters of other animals that live in the sea. What things help them to be such good hunters?



Observe and support

Can the children support their reading by using their knowledge of letter-sound relationships?

If any of the children cannot read a word, you might say:

What letter does the word start with?

What is the next letter?

What sound might these letters make together?

Can you think of a word that starts with the /br/ sound that would make sense here?

Shark teeth

Most sharks use their teeth to catch food. Some sharks tear off pieces of the animal to eat.

Sharks have thousands of sharp teeth that grow in rows. The front row has the biggest teeth. If a tooth in this row is broken it falls out, and the tooth behind it takes its place.



Great white sharks use their teeth to rip off chunks of food. They swallow the chunks whole.



Conclusion

Sharks are excellent hunters. They catch and eat other animals that live in the sea. Their different senses help them to hunt.



Shark Attack!



After reading

Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

What do sharks do to help them catch food?

Do all sharks do this? How do you know?

What happens when sharks lose their teeth?

How do sharks know that other animals are nearby?

What different senses do sharks have?

Being a code breaker

Explore the following language features:

- Hearing words: ask the children to identify the number of syllables in words from the text: attack, electricity, vibrations
- Word families: 'ar' – dark, hark, mark, park, shark; 'ack' – attack, crack, pack, smack, track
- Words that describe what the shark does: catch, eat, feel, hear, see, smell, swim

Being a text user

When might you use the contents page in this book?

What does the introduction/conclusion of a book usually include?

Why would you read a book like this?

Why has the author added captions to the photographs?

How does this help you read the book?

Being a text critic

Are all sharks dangerous?


Does the author like sharks?


Why do you think so?


Does the author have a message?

If so, what do you think it is?

Responding to text

 The children can draw a shark, then label the features that help a shark catch its prey.

 The children could make a warning poster about swimming in water where there could be sharks.

 The children could make lists of words from the book that have two, three and four syllables. They could add to these lists by looking at other texts.

Writing links

Using what the children know, fill in a data chart like the one below. Encourage the children to refer to the book.


Sense	How a shark uses this sense	How a human uses this sense

The children could choose a type of shark that they would like to find out more about. For example, the mako, silvertip, hammerhead or great white shark. They could research this type of shark using the Internet and make a slide show for the rest of the class.


Possible assessment focus

Can the children:

- gain extra information from the picture captions?
- compare sharks' use of the senses with that of humans?
- hear the number of syllables in words?

 whole text activity

 sentence activity

 word activity

Shark Attack!

Topic: Sea/ Animal Kingdom

Curriculum link: Natural Science

Text type: Explanation

Reading level: 16

Word count: 299

Vocabulary: electricity, injured, kilometres, ocean, senses, shark, sight, swimmers, teeth, thousands, vibrations

Possible literacy focus:

- Gaining extra information from the text through picture captions.
- Comparing sharks' use of the senses with that of humans.
- Identifying the number of syllables in words: electricity, vibrations.

ESL possibilities:

- Explore understanding of 'senses' (noun).
- Identify words that indicate the text is written in the third person: sharks, they.



Summary

This book explains how sharks use their senses to find food in the ocean.

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