Guided reading session 4 – The biggest fish in the world

Marti the Hammerhead Shark

Session focus:

Identify and explain features of fiction and non-fiction text
Identify and explain the term acronym
-a word, name or set of letters created as an
abbreviation of a longer phrase or sentence

Key vocabulary:

dorsal fin, free dive, MPAs (Marine Protected Areas) by-catch, plankton

New species:

whale shark, plankton

Pre-read/warm up:

Share answer to the prediction 'post-read' question from session 3 and additions to the journey/migration map.

Look at page 16, covering page 17 if possible.
Before reading the text ask:
Q – How is Marti feeling? How does her expression show this? Why/what is causing her to feel like this?

Read page 16 either guided or independently.
Q – Identify the tag on her dorsal fin. Have they seen anything like this before? Do they know what it is? What is its purpose? Can Marti feel it? Do you think it will help her, and how?

Discuss free diving and whether it is something they would like to do.
If you are able to watch this short BBC clip, it shows a scientist free-diving to tag a hammerhead in Galapagos and explains the 'blind-spot' mentioned in the story.
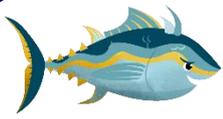
Guided/independent read:

Look at page 17 and the layout of this page.

Q – How is this page different from the rest of the book so far? What type of text is it? <u>Non-fiction</u>

In order to put the story into context and for the children to understand the science behind the story there are key non-fiction pages in the book. This is the first that we encounter, explaining the process of tagging.

Using post-it notes or similar, write features of non-fiction texts and stick/put them next to the feature on the page or screen. Or simple jot them down/discuss if preferred.

Features include:

Headings or key questions, diagrams or photos to support information, key words and phrases in bold, present tense, glossary.

Q – Do the images next to the text help explain what each paragraph is about?

Q – What is an acronym? If they know identify it. If not explain (as in session focus) for them to find. **MPA's**

Use the **glossary** to find out what <u>acoustic</u> and <u>satellite tags</u> are and how they are different.

Q – Check their understanding of by-catch. How does it make them feel?

Read page 18-19 either guided or independently.

As this section has been quite detailed, there are no focus questions for this page. Enjoy meeting Lucia (this is my favourite page of the book!) and think about how the mood has changed, particularly on page 19 where the colours of the sunset add a calming feel to the story.

Post-read/review:

Add to journey/migration map words from meeting Lucia and leaving Galapagos behind.

Prediction Q – How / why do you think Lucia will be Marti's 'new protector?'

Use the 'spot the species' worksheet to ID any new species found if time.

Art challenge: Learn how to draw Lucia

Use our 'How to draw the characters guide' to learn how to draw Lucia.