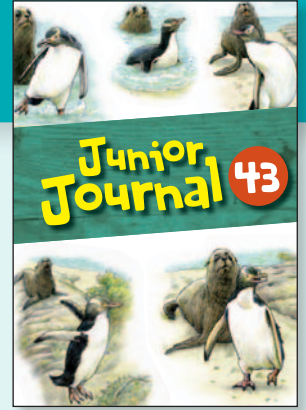


# Shark Attack

by Ruth Hamilton

JUNIOR JOURNAL 43  
This text is levelled at Purple 2.



## OVERVIEW

Harry finds it hard to sit still in class. In this humorous narrative, he brings an exciting item to share for news. Unfortunately, it ends up causing an unfortunate accident that prevents Harry from sitting down at all!

There is an audio version of the text on the *Junior Journal 42 and 43 CD*.

## RELATED TEXTS

Stories that require students to make inferences about what characters are like, for example: the RTR texts *Timo's Shorts*, (Turquoise), *Giant Soup* (Purple), and *Wheke* (Gold); "Friends" (JJ 37), "Taniwha Trouble" (JJ 40)

Humorous school-based stories or plays: "The Tiger" (JJ 21), "April Fool" (SJ 1.2.03), "The Best Skateboarder in School" (SJ 1.03.03), "Everyone Forgets Sometimes" (SJ 1.4.05).

## TEXT CHARACTERISTICS

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes with a solid outline. Other boxes indicate additional characteristics.

Visual language features – the jagged frame around the title (the significance of which becomes clear later on) and the use of large, bold print for the first sentence on page 2

# Shark Attack

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**We'll never forget the day that the shark bit Harry.**

It was raining again, and Miss Sharp was not in a good mood.

"Mat time," she called.

We all got up and sat on the mat except Harry. Harry was fiddling with a large plastic bag.

"Stop fiddling, Harry, and come and sit down." Miss Sharp eyeballed Harry, and so did we.

The room went so quiet we could hear the soft rain on the window.

A mix of explicit and implicit content within text and illustrations that requires students to make connections between ideas in the text and their prior knowledge to make simple inferences and form and test hypotheses, for example, about:

- what the "shark attack" could be
- what Harry is like
- the feelings of the other characters

The use of the third-person plural ("we") to suggest that someone from the class is narrating the story



Harry started to pick up the plastic bag.

"Leave the bag," said Miss Sharp, "and come and sit down, right now."

Harry climbed over his chair and around Archie and Tama in the back row. He sat down. Melissa glared at him. Miss Sharp looked round our class and gave a tired smile.

A variety of sentence structures, mostly simple and compound sentences with a few complex sentences

In some places the writer has used a series of very short sentences that create impact by focusing on one idea (and image) at a time

Some unfamiliar words and phrases, the meaning of which is supported by the context or illustrations

**English (Reading)**

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

**Health and Physical Education** (Personal Health and Physical Development)

Level 2 – Safety management: Identify risk and use safe practices in a range of contexts.

**SUGGESTED READING PURPOSES**

*(What can the students expect to find out or think about as a result of reading this text?)*

To find out who or what was involved in the shark attack and why

**SETTING A LEARNING GOAL**

*(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)*

Some behaviours you could expect to see as the students read in order to meet the reading purpose are suggested below. **Select and adapt** from them to set your specific learning goal(s). Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

Students can:

- use clues and make connections to their own experiences to make inferences about what Harry is like and how others feel about him
- use clues to form and test hypotheses about the “shark attack”
- explore how the author conveys information about the characters
- use word-solving strategies to decode and/or work out the meanings of unfamiliar words and phrases.

**TEXT AND LANGUAGE FEATURES****VOCABULARY**

- Some unfamiliar words, for example, “fiddling”, “eyeballed”, “glared”,
- The use of some figurative and colloquial language, for example, “gave a tired smile”, “shot up”, “wanted a hold”

**POSSIBLE SUPPORTING STRATEGIES**

Monitor students’ **decoding** attempts by noticing their use of words from the text during discussion. Prompt the students to remember strategies they can use, for example:

- breaking words into syllables or familiar chunks (“eye-balled”, “Me-liss-a”)
- drawing on knowledge of spelling patterns and phonics (“glared”, “share”)
- rereading the phrase or sentence around the unfamiliar word to check or confirm decoding attempts (for example, reading “tried” for “tired” or “starred” for “stared”)
- using knowledge of word structure (identifying the root word in “fiddling”, “glared”).

Monitor the students’ use of **word-solving** strategies to work out the meaning of unfamiliar words and phrases. Prompt students to remember the strategies they can use, often in combination, for example:


- thinking of the overall context and making connections to their own experiences (“eyeballed”, “The room went so quiet”, “a tired smile”)
- rereading or reading on so that they can use the next word or the overall context of the sentence or paragraph. For example, “plastic bag” is easier to work out than the word “plastic” by itself.

Have a dictionary available to confirm or clarify word meanings.

**INTRODUCING THE TEXT**


- Ask the students to use the title and illustration on page 3 to form a hypothesis about what a shark attack in a classroom could be. Tell them that they will need to look for clues in the text and illustrations to test their hypotheses as they read.
- Share the reading purpose and learning goal(s).

## METACOGNITION




Effective readers are metacognitive. They are aware of the processes and strategies they draw on and are able to explain how they used these to successfully make meaning and think critically. Examples of metacognitive behaviours, or strategies that promote metacognitive behaviours, are threaded through the notes and indicated by .

### EXPECTED STUDENT BEHAVIOURS

(what to look for, prompt, and support as the students work towards achieving their learning goal)

-  As they read or reread this text, students notice when meaning has broken down. They draw on a range of strategies to correct the problem and can explain what they did.

### HOW YOU CAN SUPPORT YOUR STUDENTS TO READ, RESPOND, AND THINK CRITICALLY

-  Ask questions: *How did you know that bit was wrong? Or I noticed that you reread that bit when you got confused. How did rereading help you?*
-  Use prompts: *How did you know that bit was right? Think about the strategy you used. How did it help you?*
-  Give feedback: *I noticed that you read this as... and then you fixed it up by ...*

## READING AND DISCUSSING THE TEXT

In order to meet the reading purpose: **The students find clues and make connections to their own classroom experiences in order to make inferences about what Harry is like and how others feel about him. They also form and text hypotheses about the shark attack.**

### EXPECTED STUDENT BEHAVIOURS

(what to look for, prompt, and support as the students work towards achieving their learning goal)

#### PAGES 2–3

The students identify Harry as the main character and notice in the first sentence that the shark attack involves Harry getting bitten.

They start making connections between clues in the text, the illustrations, and their own experiences of classroom behaviour to make inferences about the characters. For example, they use context and their own experience to clarify the meaning of “eyeballed” and to infer the significance of “The room went so quiet”.

The students use what they have learnt so far, especially from the first sentence and the fact that Harry has a large plastic bag, to review their initial hypotheses about the shark attack.

### HOW YOU CAN SUPPORT YOUR STUDENTS TO READ, RESPOND, AND THINK CRITICALLY

Allow plenty of time for the students to identify and discuss the explicit and implicit information on this page. Set up a chart to track the students’ observations and inferences. A possible example is provided below.

Ask questions: *What do you know about mat time? What happens when we have mat time? What are you learning about Harry?*

Provide prompts as necessary: *Think about how Ms Sharp is feeling and what eyeballs are for ... Show me how she was looking at Harry.*

Model your thinking: *I’m wondering why Harry’s fiddling with that bag ...*

Tell the students to “hold information in their heads” while they read on because they still haven’t discovered what the shark attack is.

#### Harry

Fiddly – fiddling with plastic bag and won’t sit down.

Doesn’t listen – didn’t sit down when the teacher said.

He annoys people – they eyeballed him, Melissa glared.

#### Miss Sharp

Grumpy

Tired

Fed up with Harry? She has to tell him twice to come and sit down.

#### The other children

A bit annoyed with Harry – they eyeballed him.

They listen to the teacher and they sit on the mat right away.

They don’t like it when Harry climbed round Archie and Tama.

#### PAGES 4–5

The students notice the jawbone in the illustration and review their hypotheses about the shark attack, keeping in mind what they have already learnt from pages 2 and 3. As they read, they further refine and discuss their hypotheses.

The students make further inferences about Harry. For example, they infer from the teacher telling Harry to sit still and “We all looked up, surprised” that Harry doesn’t usually give news. On page 5, they infer from Harry moving “slowly and carefully” that the jawbone is very precious to him.

*How could a jawbone “bite” him?* Prompt the students to read and look for clues. Have the students review their hypotheses.

Prompt the students to attend to the ellipsis: *What was the teacher going to say?*

Ask questions: *How does Harry feel about the jawbone? What tells you that?*

Prompt the students to review and share their current hypotheses about the shark attack before reading pages 6–7.

PAGE 6–7

Some students may make connections between the idea of “needle-sharp teeth”, the mention of the shark biting Harry on page 2, and the page 6 illustration to correctly predict the ending.

The students infer why Harry couldn’t sit down for a week.

They enjoy the humour in the idea of Ms Sharp giving him permission not to sit down.

The students discuss their personal responses to the text, in particular, their opinion of the ending. They reread to find information to support their ideas. For example, they notice that Harry sits down as soon as the teacher asks him to (on page 7) and infer why.

Monitor and enjoy the students’ reactions as the truth about the shark attack unfolds. Defer detailed discussion until the students have finished reading so as to preserve the momentum of the story.

If necessary, ask questions: *What happened to Harry? How could the jawbone “bite” him?*

Prompt the students to think critically: *Why has Ms Sharp given him permission not to sit down? What has changed for Harry between the beginning and end of the story?*

Ask questions: *Why did he sit down when he was asked to? What has changed?*

Have the students think, pair, and share their opinion of the ending.

- With support, the students reflect on their learning. They revisit the reading purpose and learning goals and explain some of the things they did to meet them, for example, why they changed their hypotheses and how they inferred what Harry was like.
- They identify some challenges in the text and can explain how they worked (or tried to work) them out.

- Ask questions: *How did making connections to your experiences of the classroom help you notice what Harry was like? When did you realise what the shark attack was? What helped you?*
- Ask questions: *Was there anything that you found difficult or confusing?* If necessary, model or explain some strategies they could use.

## AFTER READING

- Students can reread the story as they listen to the audio version on the *Junior Journal 42 and 43 CD*. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- On photocopies of the text, have the students highlight examples of how the author conveys information about the characters. They could refer to the tracking chart if you used one. Prompt them to think about who the author was writing for and how she has used examples of behaviour that make it easy for her audience (students) to make connections to their own experiences of the classroom. Students could use this information in their own writing.
- The students could write a character description of Harry, based on pages 2–4 of the story, or they could write a summary of the story from Harry’s perspective. To support students with writing the summary, model changing the first page into a first-person recount summarising the main events. Co-construct the text for the next page. Ask students to complete the recount in pairs or individually and publish them on the wall of the classroom or in a class wiki.