

TEACHER'S GUIDE

BOOK TALK

Clark the Shark has a crush on Anna Angelfish, and he desperately wants to impress Anna for her birthday. First, Clark attempts to win a swimming race, but he learns that big and flashy aren't always best. Then Clark tries to rescue the students from the school boat; he learns that big and crashy doesn't work either. Clark's best friend, Joey Mackerel, tells him that bigger isn't always better. So Clark gives Anna the perfect small, thoughtful gift.

DISCUSSION QUESTIONS

1. What types of fish attend Theodore Roosterfish Elementary School? What do you think the students learn at school?
2. Why does Clark want to impress Anna? What are the outcomes of Clark's attempts to impress Anna?
3. Why do Clark's attempts to impress Anna fail? How do Clark's failures make him feel?
4. What advice does Clark's best friend, Joey, give him that helps him find the solution to his problem?
5. Why is Clark afraid to tell Anna how he feels about her?
6. What is Anna Angelfish's reaction to Clark's thoughtful gift? How does Anna show him that she likes the gift?

Correlates to Common Core Standards (CCSS)

Speaking and Listening: SL.K.1, SL.1.1, and SL.2.1; SL.K.2, SL.1.2, and SL.2.2; SL.K.3, SL.1.3, and SL.2.3. Reading Literature: RL.K.1, RL.1.1, and RL.2.1; RL.K.6, RL.1.6, and RL.2.6.



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EXTENSION ACTIVITIES

YOU CAN CHOOSE YOUR FRIENDS

After reading and discussing the book, ask students to think about whether they would like to have Clark and/or Joey as a friend and why. Then have students write and explain their position. OR have students write about an important day they spent with a friend. Students should tell what happened and why it was important. Ask for volunteers to share their writing with the class. *Correlates to Common Core Standards*

(CCSS) Language: L.K.1, L.1.1, and L.2.1; L.K.2, L.1.2, and L.2.2.

Writing: W.K.1, W.1.1, and W.2.1.

BEFORE AND AFTER: AN INTERESTING TALE

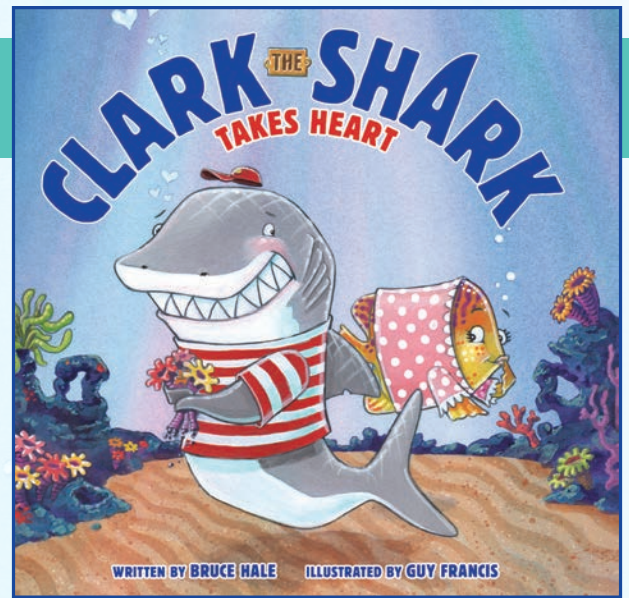
Give students a white sheet of paper and ask them to write or draw the sequence of the events in the order they occurred in the story. Then ask students to revise and add at least one event before the start of the story and one event at the end of the story. Have students share their prequel and sequel events with the class, in small groups, or with a partner. Post their drawings in the classroom. *Correlates to*

Common Core Standards (CCSS) Language: L.K.1, L.1.1, and L.2.1; L.K.2, L.1.2, and L.2.2. Writing: W.K.1, W.1.1, and W.2.1.

APPRECIATION FOR A GIFT OF KINDNESS

Clark goes to great lengths to impress Anna and finally comes up with the perfect small, thoughtful gift. As a whole class, have students write a thank-you note from Anna thanking Clark for his special gift. The thank-you note should include: (1) a recognition of Clark's affection and kindness and (2) an explanation of why the gift is so special to her. Then have students think of a special gift that they have received from a friend or family member. Have students write a thank-you note to that person using the class thank-you note as a model. Have students share their thank-you notes in small groups or ask for volunteers to read to the class. Have students deliver their thank-you notes to the appropriate recipients. *Correlates to Common Core*

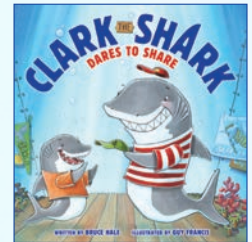
Standards (CCSS) Language: L.K.1, L.1.1, and L.2.1; L.K.2, L.1.2, and L.2.2. Writing: W.K.1, W.1.1, and W.2.1.



READ ALL THE CLARK THE SHARK BOOKS TODAY!



THE FIRST CLARK I CAN READ! NOW AVAILABLE



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