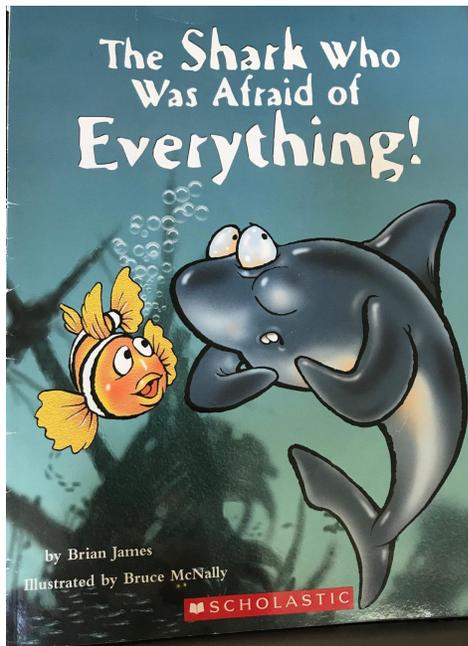


# Sheryl Wolf-Heller

## The Shark who was Afraid of Everything! By Brian James

---



### Summary

The story features the character Sharkie the Shark who is afraid of many things in the ocean. Some of these include whales, ships, seals, and eels. At the beginning of the book, Sharkie is teased by his brothers and sisters and other sharks about always being afraid. Then, Lily the little fish befriends Sharkie as he is running away. Lily follows him and then realizes she is lost and begins to cry. Sharkie helps Lily find her home and he becomes the brave friend. Lily brags to others about how Sharkie saved

her, and all the other sea creatures believed that Sharkie was brave too. Sharkie is happy in the end as he has more self-confidence and others are no longer teasing him, but treating him as the hero!

### Before reading the book

#### Tap into background knowledge by reviewing and/or teaching emotions

Students must be explicitly taught the emotions portrayed in this book including being scared, brave, proud, lonely, sad, and happy. Visuals must be paired with all words and multiple examples must be shared to ensure that students comprehend these emotions. Facial expressions should be discussed and imitated by students. Pictures of current students making these expressions (i.e., scared face) can be taken, printed out, and then scenarios can be matched to these faces. A discussion can ensue about what we can do if we are scared (ask for a hug, squeeze a stuffed animal, cover ears or cover eyes).

## While reading the book

### Create a language board with vocabulary and feelings from the book

The book will be read to the class and questions will be asked to check for understanding of characters, portrayed feelings, and events in the story. How did the shark feel at the beginning of the story vs. end? Is it nice to be teased or to tease others? How did Sharkie feel when he was teased? How did he show he was afraid/scared? Was Lily happy or sad when she was lost? How did Lily help him? How did Sharkie help Lily? How can we help friends? What do we do if friends are sad or scared?

\*\*\*\* The book will be reread multiple times within 1-2 weeks for repeated practice to improve understanding of concepts and emotions.

## After reading the book

### Activities that can be completed after the book has been read

**Story can be acted out by students/role playing:** This gives students an opportunity to pretend to be the Lily and Sharkie. Students can demonstrate how it looks and feels to be scared like Sharkie and Lily. They can practice comforting friends who may be sad or scared.

**Emotion sort:** Pictures of the students showing the different “emotion faces” and headings for each emotion (with visual) can be laminated, cut, and velcroed. This can be used as a small group activity and students can randomly pick a face and place it in the correct category.

**Writing Prompt:** Students will have the opportunity to complete a writing activity by choosing the pictures to complete a sentence stem. The sentence stem will say, “When I feel scared I can \_\_\_\_\_.” Then students can choose the picture to complete the sentence. For example, it can be a picture of a child holding a stuffed animal, getting a hug from an adult, covering his eyes, or covering his ears. Then the chosen picture will be glued on the line and the teacher will model drawing the picture. The student will then have an opportunity to draw the picture on his paper and dictate what he has drawn.

**Sort examples of being a good friend vs. not being a good friend:** Examples of ways to be a good friend vs. not being a good friend can be cut, laminated and velcroed for students to sort. Examples of how to be a good friend could show friends hugging, patting another friend on the back, holding hands vs. a bad friend could show friends hitting, kicking, or making a mean face at another.

**Craft:** Students can create a sensory bottle which can be used as a tool to calm them down if they feel anxious, or to support self-regulation. See picture below.

