

**The Shark King**

by R. Kikuo Johnson

ISBN: 978-1-935179-16-0

Guided Reading Level = N

Lexile Level = GN 150

by Alexa Rosselli,  
 Editorial Assistant



**ELA COMMON CORE STANDARDS**

KEY IDEAS AND DETAILS	
Where does this story take place? Who is the man who rescues Kalei? Why does Kalei want Nanaue to wear his father's red cape? How does Nanaue escape from the angry villagers?	<b>RL.2.1, RL.3.1</b>
On page 12, the Shark King says, "Our son won't be safe in this world. I'm going where I can protect him." What "world" is he talking about? How does the Shark King help Nanaue by the end of the story?	<b>RL.2.2, RL.3.2</b>
For Nanaue, what are some of the advantages of having shark traits? What are some of the challenges or dangers?	<b>RL.2.3, RL.3.3</b>

INTEGRATION OF KNOWLEDGE AND IDEAS	
Why can't the fishermen catch any fish? Use specific pages in the book to explain.	<b>RL.2.7, RL.3.7</b>
On page 25, Nanaue asks his mother, "Where's <i>my</i> dad?" Who are the other fathers in this story? What might have prompted Nanaue to wonder about his father?	<b>RI.2.8, RI.3.8</b>
On pages 38, Kalei finds the opihī on the cliff. What do they remind her of? Identify the pages that establish the significance of the opihī, and explain how they take on a new meaning when they appear at the end of the story.	<b>RL.2.9, RL.3.9</b>

CRAFT AND STRUCTURE	
On page 27, the author uses a different panel for each day of the week to show the passage of time. What is the other trend that he depicts across those five panels?	<b>RL.2.4, RL.3.4</b>
How else does the author indicate the passage of days, weeks, and years? Look at pages 10-11, pages 16-17, and page 24. What words or picture clues indicate how much time has passed between panels?	
When do we learn that Kalei's husband is the Shark King? What are the hints at the beginning of the story?	<b>RL.2.5, RL.3.5</b>
On page 11, identify a phrase or a sentence that is echoed later in the book to show a parallel between Nanaue and the Shark King.	
On page 8, the Shark King tells Kalei, "The King doesn't like strangers," as if he were speaking about somebody else. Why does he do this?	<b>RL.2.6, RL.3.6</b>

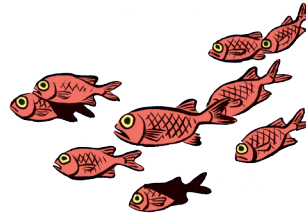
SPEAKING AND LISTENING / WRITING	
Have students write an account of their own day if they had the ability to transform into an animal of their choice. Have them include the ways in which their family, friends, or neighbors would react or adapt to their animal form.	<b>W.2.2, W.3.2, W.2.3, W.3.3, W.2.4, W.3.4, W.2.5, W.3.5</b>
After reading the story, split students into groups for discussion. Which of their own traits are, like Nanaue's shark traits, both a gift and a curse, or a strength and a weakness? In what ways do these traits make life better? In what ways do they make it more difficult?	<b>SL.2.1, SL.3.1, SL.2.2, SL.3.2, SL.2.3, SL.3.3, SL.2.4, SL.3.4, SL.2.6, SL.3.6</b>



***THE SHARK KING***  
 Written by R. Kikuo Johnson  
 Hardcover: 978-1-935179-16-0

LESSON PLAN WRITTEN BY DR. KATIE MONNIN  
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### English Language Arts Elements of Story in *The Shark King*

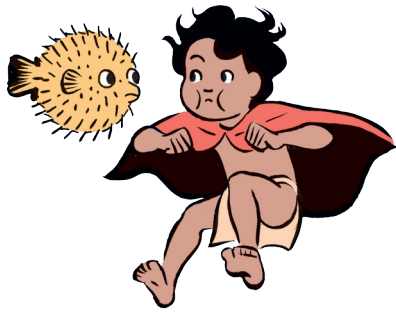
<b>Plot</b>	While fishing for her favorite food, the delicious sea snail, in Hawaii, a young woman named Kalei is threatened by a very large shark. She is rescued by a young man, with whom she falls in love, and soon they are married and expecting a child. Little does she know that her husband is The Shark King, and right before he gives birth he must leave her, to prepare a place for their son at the bottom of the ocean. As she raises her son alone, she finds out that Nanaue has a lot in common with his father. How will Kalei protect him from others who might judge his unique markings? Will she be able to keep him safe?
<b>Characters</b>	Kalei, The Shark King, Nanaue, father and son villager, villagers
<b>Setting</b>	The beaches and ocean in Hawaii
<b>Themes</b>	Identity, Family, Destiny, Transformation, Multicultural Appreciation
<b>Traditional and Contemporary Literary Pairing Suggestions</b>	<i>The Hungry Caterpillar</i> by Eric Carle, <i>The Sissy Duckling</i> by Harvey Fierstein, <i>The Family Book</i> by Todd Parr, <i>Giants Beware</i> by Jorge Acuirre and Rafeal Rosado, <i>A is for Aloha: A Hawai'i Alphabet Book</i> by U'ilani Goldsberry and Tammy Yee, <i>The Hawaii Snowman</i> by Christine Le and Michel Le, Aesop's Fables

### Guided Reading Lesson Plan

Because this early reader comic book is rich with cultural learning opportunities it fits well alongside the IRA/NCTE standards that emphasize teaching reading, research, and multicultural appreciation. For those reasons, the following guided reading lesson plan focuses on how teachers and students can read and then conduct research on the foundational themes found in *The Shark King*.

After they finish reading help students to conduct their own research on Hawaii and/or Hawaiian folklore. Provide students with supplemental fiction, nonfiction, and online resources to help them in their research process. Once they have conducted their research, students can fill out a questionnaire.





FOR VISUAL READERS  
**TOON BOOKS®**

Lesson Plan for *The Shark King*  
 by R. Kikuo Johnson

BY ALEXA ROSSELLI

Overview	<i>The Shark King</i> is a book that contains an incredible amount of information in the pictures. It serves as a great example of how much preparation work can go into making a book. Today, you will use it inspiration for your students to research Hawaiian climate and culture, to better appreciate the details of this story.
Subject	English Language Arts
Grade Level	3-4
Suggested Time	45 minutes
Materials	Pens, pencils, notebook paper.
Objectives	Students will participate in an interactive read aloud and do additional research to learn about Hawaii and its culture, animals, plants, and people.
Before Reading:	<p>Today you are going to be reading <i>The Shark King</i>. This book has a beautiful setting that your students may not know too much about unless they have been there. Begin by showing the cover of the book and doing a cover talk. What can they tell about the story just by looking at the cover? What do they see in the panels behind the words “The Shark”? Where do they think this book is set?</p> <p>Tell your students that this book is set in Hawaii. The author of this book, R. Kikuo Johnson, grew up in Hawaii, and he wanted to show how beautiful it was in making this book. But he had to do a lot of research in order to get all of the details right. Today, your students are going to learn as much as they can about Hawaii from this book, do research of their own, and get a sense of how much research an author or artist has to do in order to make a book.</p> <p>To facilitate this, make a KWL chart about Hawaii. You can do this on paper or on the white board. Draw three columns. In the Know column, write down what your students already know about Hawaii. Ask your students to supply this information. In the Want column, add any questions your students have about Hawaii, things they want to know. Do not feel obligated to fill the Want column completely now. You will revisit it during reading.</p>

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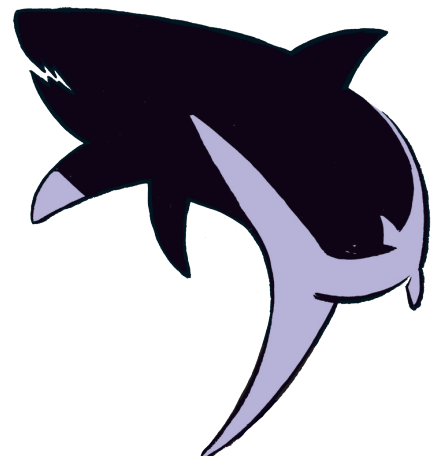
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**THE SHARK KING LESSON PLAN (PAGE 2)**



<p>Reading:</p>	<p>Do an interactive read aloud of <i>The Shark King</i>. Be sure all students can see the illustrations, using the Elmo or document projector to display the pages clearly. There is a lot of information in the pictures of this story. At the end of each chapter, ask students what they learned about Hawaii, or what new questions they have now that they have read a bit of the story. What do they know about Hawaii's people, animals, and plants? What do Hawaiians eat? Update the KWL chart as you go.</p>
<p>After Reading:</p>	<p><b>Time to Research</b></p> <p>When you have finished reading the book, review your KWL chart. It should be a lot more full know than it was before. What questions did students have that were not answered by reading the book? What topics are they more interested to learn about having read <i>The Shark King</i>? How much do they think the author/artist had to know in order to make this book?</p> <p>Have students turn and talk with partners to determine three questions that they could do additional research on to learn more about Hawaii and its culture. Then take students to the computer lab or library to do this research. Have each student hand in a sheet on which they explain three things they learned about Hawaii, where they got their information, and provide illustrations relevant to these facts.</p>



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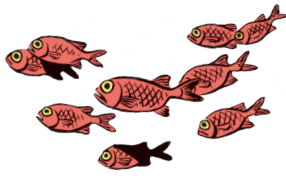
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FOR VISUAL READERS  
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 THE SHARK KING ACTIVITY SHEET

Name: \_\_\_\_\_


Date: \_\_\_\_\_

**What do I know about Hawaii and its people, animals, and plants?**  
*Make a list on the left, and draw on the right.*

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**What did I learn about Hawaii from reading *The Shark King* or my other research?**  
*Examples: What do Hawaiians eat? Does this story remind you of any other story?*

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