

SHARK WEEK!

Subject: English Language Arts
Grade Level: 5th/ 6th
Time Frame: 45 minutes

Lesson Objective:

I can locate information while reading.
I can discuss my schema on a topic.
I can make observations on images.
I can ask questions regarding images on a topic.

Materials:

- Quick Shark Fact images
- Parts of a Shark Image and reading

Lesson Standards:

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text
RI.5.7 Draw information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.6.4 Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.
RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

Lesson Outline - Engage (Day 1)

As part of the engagement stage of this mini unit, students are going to begin by thinking about everything they know about sharks. This activity can be done in a number of ways but below you find two ways that I have done this activity:

1. **Create a table write with butcher paper.** Find colorful butcher paper at your school and cut sheets that are slightly bigger than your table or group of desks. Fold the butcher paper "hotdog" style and cut into two thin, long pieces. Lay these out on the tables and using the images from 2. *Quick Shark Facts* place the images scattered on the paper. Students will walk around making observations of the images, asking questions, and writing down facts they know. You can then create an anchor chart from this activity into an anchor chart to reference.
2. **Gallery Walk with Chart Paper.** Same idea, however this one has students placed in groups. Each group will be at a chart paper on the wall and students will make observations of the 1-2 images on the paper. Give students 1-2 minutes to talk first (no pen) and then a minute to write. Groups will rotate to each of the stations and at the end, students will participate in a silent gallery walk. Taking note of other observations or questions asked.

After this activity (same or next day) students will participate in a discussion on vocabulary terms for parts of a shark. Some students will already know these parts and there are various levels in which you can add challenge to students. Students will begin in groups of three. I recommend printing the shark using the poster feature in adobe to have a giant size. You can either cut the shark out completely or leave it with the header and framed in the box as it is shown in the PDF. Students will use the short article that discusses the parts of a shark and the functions. Students will either use the accompanying words or have to create their own cards using index cards or sticky notes to label each part of the shark. Students can use string or tape depending on time. To add more difficulty to the activity, you can also have students give a quick definition/ purpose for that particular part of the shark. Students can share at the end and discuss as a class.

Assessment:

- Observation
- Shark Labeling with Group
- Provide a discussion post or exit ticket at the end of the class (optional)

SHARK WEEK!

Subject: English Language Arts
Grade Level: 5th/ 6th
Time Frame: 45 minutes

Lesson Objective:

I can gather information from multiple sources.

I can organize information gathered from my readings.

Materials:

- Shark Materials
- Printed QR codes or use the link page to share links via your LMS
- Presentation

Lesson Standards:

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Lesson Outline - Explore (Day 2)

On the second day learners are going to begin the research phase of this unit. Students will be placed in a group of three or with partners. They will either select a shark or have one assigned.

*** An easy way to assign is deciding on the number of groups. You have six sharks total in this unit and if you have more than 6 groups, you can repeat some of the sharks (e.g., two groups who research tiger sharks). Create popsicle sticks and have groups pull. Whatever they pull, that is what they research. You can also add choice by allowing students to pick.

Over the next 2-3 days learners will use the three resources provided to gather information in their 10. Research Collection organizers. Students will read a printed article, read an online article and watch an informative video. If you would like to add additional means of information please feel free to do so. Once students have gathered the information they will begin planning out their sides presentation. You will have to assign the slides to each group (Assign to one person and then they can share the document).

Students will add the information and use the directions/ clipart provided to help decorate their presentations.

Assessment:

- Presentation
- Shark Information Collection Pages

WHAT'S THAT PART?

Using the cards provided to you, label the parts of the shark using the informational text provided.



eye

gills

mouth

nostril

dorsal fin

pectoral fin

tail

spiracle

pelvic fin

anal fin

snout

second
dorsal fin

A RUN-IN WITH A SHARK

To understand the king of the ocean, you'd have to know everything about its anatomy and way of life. Let's take a look here at the shark body parts that make up the deadliest of fish in the ocean...

Sharks are an extremely dangerous kind of fish. This creature ranges in sizes covering different kinds of sharks that swim the oceans of the world. The great white shark is known for its mammoth structure, and many of the beaches worldwide are closed off to tourists, swimmers and surfers for fear of them being attacked by sharks.

When I first saw a shark, it was in an aquarium that was built with double glass layers to hold, not just sharks, but huge tortoises. Divers would drop down and feed the sharks huge chunks of meat, while other creatures swam by. It was impressive and scary all at once.

A shark is no doubt an extraordinary animal to witness, with its razor-sharp teeth and merciless black eyes. Here we look at the shark body parts that form and merge as one to make up this this great creature.

We're all familiar with the shark's dorsal fin that peaks above the water as it slices through towards a helpless victim or prey. The movie 'JAWS' gave the whole world enough of the jitters to set our skins crawling and thinking twice before setting foot into the sea again. Look into the great white [shark anatomy](#) mentioned here for further reading. Let's take a look at what other parts of the shark come into play while understanding its anatomy.

The dorsal fin is the infamous cartilage that sits atop the shark's smooth surface. Triangular in shape and rigid in its texture, this fin can spark fear and is a way of warning those around of an approaching shark or one that is in the surrounding area.

There are two other kinds of fins on a shark that not all breeds have. The other two being the *second dorsal fin* and the *anal fin*. The second dorsal fin is placed behind the main dorsal fin and is much smaller in size as compared to the first. It falls along the sloping bottom just before the tail begins a couple of inches away. The anal fin falls directly under the second dorsal fin along the bottom of the shark's underbelly towards the end. Both of these offer additional stability when swimming and gives the shark more control over the back end.

HAMMERHEAD SHARK

Hammerhead sharks got their name for a literal reason, their heads are shaped like a hammer. The name for this hammer shape is called cephalofoil. There are nine different species of hammerheads. They have a distinct look, and are easy to classify. Their mallet-shaped head contains an eye on each side of it. This boosts their visual range when searching for prey.



Hammerheads are known to be aggressive hunters. They hunt stingrays, squid, and other sharks. They use their wide visual access to find and detect stingrays on the ocean floor to devour. Hammerheads strike stingrays by pinning them to the bottom of the ocean. They also pursue smaller fish, octopuses, and crustaceans. Hammerheads do not typically hunt humans, but they are a defensive shark. They will attack when provoked or feeling threatened.

Hammerhead sharks live in the oceans. They tread in warm, shallow waters. These sharks are most commonly found in tropical, subtropical, and temperate seas. Popular spots to observe a hammerhead are near coastline and along continental shelves.

Female hammerheads can give birth to 6 to 42 babies, or pups, at one time. The pups are born alive and can begin taking care of themselves. Pups live and grow on their own. Hammerheads usually prefer to live alone, but can be observed in a school, or group, of hammerheads. As many as 100 hammerheads can congregate in a school.



HAMMERHEAD SHARK FLORIDA MUSEUM



HAMMERHEAD SHARK FLORIDA MUSEUM

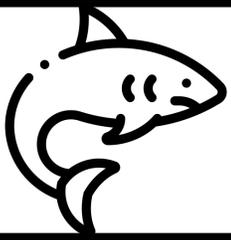




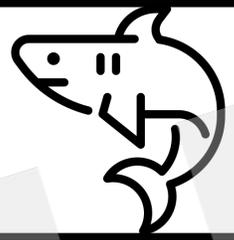
SHARK WEEK RESEARCH COLLECTION

Species of Shark:

Name: _____

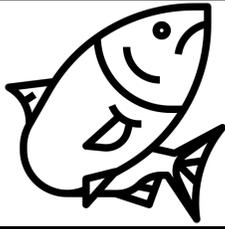


SHARK DIAGRAM

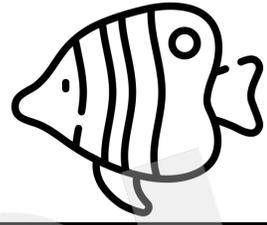


Directions: Complete a general drawing of your shark and label the parts of the body the best you can. Remember, it might be helpful to jot some notes on what each part does to help you during your presentation.

SAMPLE
SAMPLE



FOOD



Directions: As you complete your research, take notes on the types of food your shark likes to eat. Remember, the more detail... THE BETTER! Share where the shark finds this type of food, how often a shark eats and more.





HABITAT



Directions: As you complete your research, take notes on where your specific shark lives. Try and add specific details, locations, and describe the area as much as possible. What is the temperature, what other fish live in the area and more.

A large rectangular box with a black border, intended for taking notes. On the left side of the box, there are four black dots arranged vertically, serving as bullet points for notes. A large, faint watermark reading "SAMPLE" is visible diagonally across the entire page.

Name: _____

Date: _____

SHARK WEEK PRESENTATION

CATEGORY	4	3	2	1
PREPAREDNESS	Student is completely prepared and has obvious rehearsal.	Student seems pretty prepared but might have needed another rehearsal.	Student seems pretty prepared but might have needed a few more rehearsals.	Student does not seem prepared to present.
CONTENT	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
SPEAKS CLEARLY	Speaks clearly and distinctly all the time.	Speaks clearly and distinctly most of the time.	Speaks clearly and distinctly at times.	Often mumbles or can not be understood.
VOLUME	Volume is loud enough to be heard throughout the presentation..	Volume is loud enough to be heard most of the time.	Volume is loud enough to be heard some of the time.	Volume often too soft to be heard by the audience.
POSTURE	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone.	Stands up straight and establishes eye contact with everyone.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
COMMENTS				

TOTAL SCORE: _____ / 12

Individual Rubric [Option B]