

Shark Attack!



Topic: Sea/Animal Kingdom

Curriculum link: Natural Science

Text type: Explanation

Reading level: 16

Word count: 299

Vocabulary: electricity, injured, kilometres, ocean, senses, shark, sight, swimmers, teeth, thousands, vibrations

Possible literacy focus:

- Gaining extra information from the text through picture captions.
- Comparing sharks' use of the senses with that of humans.
- Identifying the number of syllables in words: electricity, vibrations.

Follow-up activities

Discuss and reflect

Ask the children:

Which shark did you think was the most interesting?

Why?

What new information did you find out about sharks by reading this book?

What did you think of the layout of the book?

Was the information easy to read and understand?

What else do you want to know about sharks?

Where could you find out more information about sharks?

Shark report

Ask the children to imagine that they are presenting a show on television about sharks. Working with a partner, each pair of children plans a small segment for the show. Discuss with the group who will work on the different areas covered in *Shark Attack!* The children could also include other information about sharks as well. Allow time for the children to practise their segment and then “perform” the show for the class.

Text written in the third person

Ask children to read page 9 of the book *Shark Attack!* Point out the first two sentences of the text: “**Sharks** use their eyes to find food. **They** have very good eyesight.”

Focus on this section of the text.

Who is telling the story here?

How do you know who the author is talking about when the word “they” is used?

Ask the children to read other sections of the book and look for words that tell you the book is written in the third person. Remind the children that writing in the first person uses the personal pronouns “I”, “we”, “us”, for example: “I went swimming in the sea and it was great fun.”

Model of a shark

You will need:

cardboard, paper, boxes, plastic containers, pencils, felt pens, icy-pole sticks, straws, crepe paper, cellophane, paint, sticky tape, string, glue, scissors

1. Work with a partner to make a model of a shark.
2. Pick one of the sharks from *Shark Attack!*
3. Look carefully at its features.
4. Write a short information card about your shark.
5. Share your work with the class.

Collage

You will need:

paper, pencil, tissue paper, crepe paper, material, cellophane, coloured paper, thick piece of paper or cardboard for the base, scissors, glue, sticky tape.

1. Choose one of the sharks in the book *Shark Attack!*
2. Make a collage of the ocean and place your model shark there.
3. Display the information card for your shark with your collage.



Name _____

True or false?

Write **true** or **false** for each of these statements.

Sharks are slow swimmers. _____

Sharks have sharp teeth and use many different senses to help them find and catch food. _____

The Mako shark is the fastest shark. _____

Sharks have very poor eyesight. _____

Sharks can see well in dim light. _____

Sharks can smell a drop of blood in the sea three kilometres away. _____

Sharks hear sounds through the holes on the sides of their heads. _____

The hammerhead shark uses its large snout to sense electricity. _____

Sharks have only a few sharp teeth that grow in rows. _____

Sharks catch and eat other animals that live in the sea. _____

Name _____

Five senses

Write about how the shark uses its five senses.

Sight

Smell

Hearing

Feeling

Taste (teeth)
