

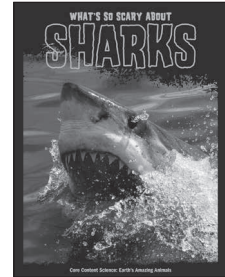
EDUCATOR'S GUIDE

Core Content Science: Earth's Amazing Animals

What's So Scary About Sharks

Series Overview

Many people are afraid of wild animals. But many of these animals are not scary at all! In fact, they are fascinating creatures that often help make the world a better place. Each book explores a different “scary” animal and presents fun facts, important information, and, yes, some warnings, as young readers learn why scary animals are often the most interesting.



Lexile: 650 Words: 1,619

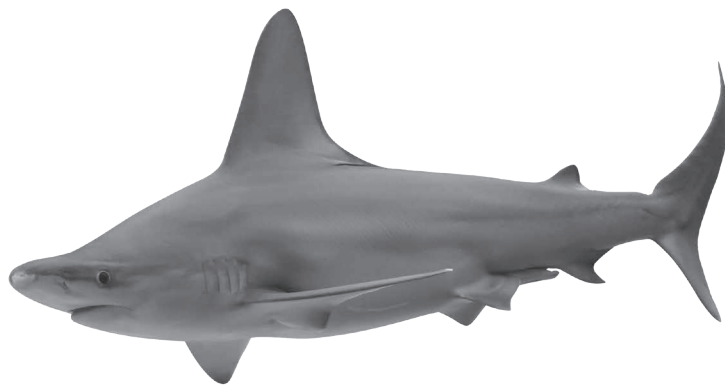
About This Book

Although some sharks are very scary and dangerous, most species are quiet creatures who pose no threat to humans at all. Readers will learn all about the many kinds of sharks, what they eat, where they live, and their importance to the ocean ecosystem in this fact-and-photo-packed look at one of nature's top predators.

NEXT GENERATION SCIENCE STANDARDS ALIGNMENTS AND ACTIVITIES

The activities and learning ideas in this guide have been correlated with the **Next Generation Science Standards (NGSS)**: <https://www.nextgenscience.org/>

This title most closely relates to the following standard: **Students can develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS4-3.)**



Before Reading

Building Background Knowledge:

- Ask students to raise their hands if they are afraid of sharks. Write down the number of students who are afraid of sharks on the board. Invite those students to share why they are afraid of sharks. Tell them that the book will explain why most sharks are not so scary after all.
- Turn to page 31 and point out the glossary to students. Explain that a glossary is a text feature that gives the definitions of vocabulary words in a book. Tell students that when they see a bolded word in the book, they can turn to the glossary to read its definition.

Skill Introduction: Tell students that all living things need energy to survive, and that energy comes from the foods we eat. Write the term “food chain” on the board. Explain that a food chain is a series of living things in which one living thing eats the living thing below it.

Next, write the term “predator” on the board. Tell students that a predator is an animal that hunts other animals for food.

Finally, write the term “apex predator” on the board. Explain that an apex predator is an animal at the top of a food chain that is not eaten by any other animals. Tell students that sharks are apex predators.

During Reading

Get Key Details: After you read each section, invite students to share the most important details they learned about sharks. Write these details on the board, have students write them in their notebooks, or just discuss them verbally .

Reinforce Vocabulary: At the end of each section, have students turn to the glossary to read the definition of any bolded vocabulary words they don’t know. Ask students to share any other words they are unfamiliar with, then go over the definitions with them.

After Reading

- Once again, ask students to raise their hands if they are afraid of sharks. Write down the number of students who are afraid of sharks on the board. Is the number smaller than the one you wrote before reading the book?
- Divide students into groups of two to four. Have each group make a list of key details and facts from the book that show that bats are actually not so scary afterall. Invite each group to share their list with the class.

SKILL ACTIVITY: MAKE YOUR OWN FOOD CHAIN

Give each student the following materials:

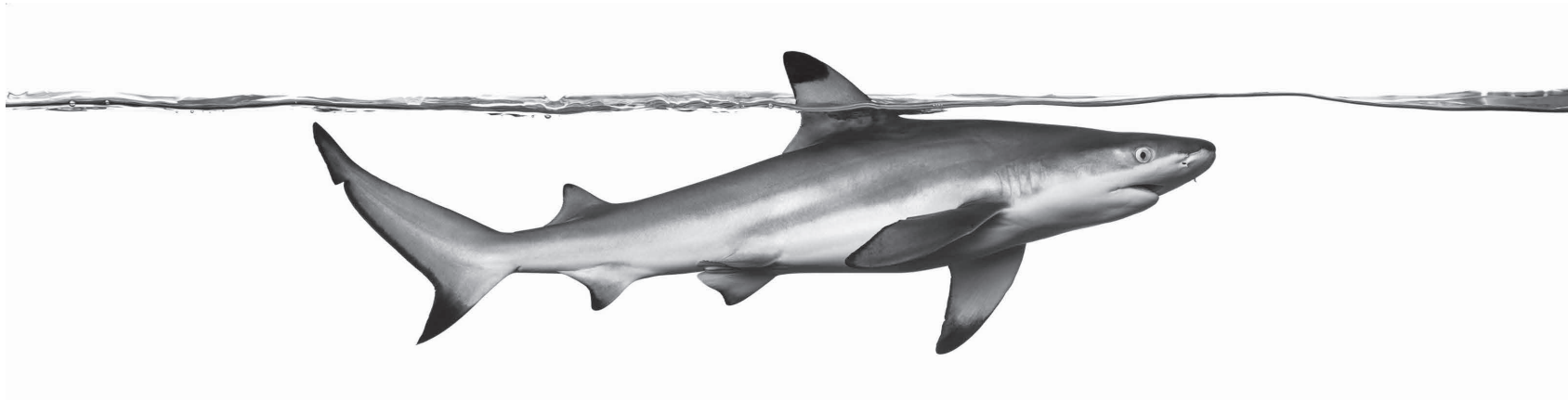
- Blank strips of construction paper
- Crayons or colored pencils
- Glue stick or tape

Write the following on the board in random order:

- Great white shark
- Seal
- Fish
- Shrimp
- Algae (aquatic plants)

Invite students to guess which order they go in on a food chain. Then, have students write the name and/or draw a picture of each of them on a strip of paper. Ask students to link the strips together using glue or tape to make their very own food chain.

Once the chains are complete, ask students the following question: *If algae is at the bottom of the food chain, where does it get its energy from?* Once students have guessed, explain that plants are **producers**. That means they get their energy from the sun and use it to make their own food. Animals, on the other hand, are **consumers**. That means they eat other animals and plants to get their energy.



ADDITIONAL RESOURCES

- **Sharks (DK findout!):** <https://www.dkfindout.com/us/animals-and-nature/fish/sharks/>
- **Shark Facts for Kids (Kiddle):** <https://kids.kiddle.co/Shark>
- **Who's at the Top of the Food Chain? (Wonderopolis):** <https://www.wonderopolis.org/wonder/whos-at-the-top-of-the-food-chain>

VIDEOS

- **Wild Kratts – Sharks: Predator and Prey:** <https://www.youtube.com/watch?v=ea5KcbEDzQk>
- **Cool Facts About Sharks: Things You Wanna Know (Nat Geo Kids):** <https://www.youtube.com/watch?v=WzKs948SEZ8>
- **Food Webs (Generation Genius):** <https://www.generationgenius.com/videolessons/food-webs-video-for-kids/>