



## **SHARKS4KIDS KINDERGARTEN TEACHING PACKET**

1. Powerpoint Guide
2. Vocabulary
3. Activities



## **TEACHING GUIDE: LET'S INVESTIGATE SHARKS KINDERGARTEN**

This guide is for use with the *Let's Investigate Sharks PowerPoint*. It provides key points to discuss for each slide as well as vocabulary words (highlighted in RED) that can be incorporated. It is not necessary to discuss each and every one of the key points. Select the points you wish to discuss or the ones that best coincide with your current curriculum.

The PowerPoint is broken down in sections (bold, underlined and lettered). The sections can be used as stand alone curriculum or used as an entire presentation. You may find it beneficial to break the presentation of the material up into smaller sections.

**SQ:** Indicates a question you can ask students to engage them in a discussion (Student Question)

(\*) Indicates a recommended activity to be used in that section or with a particular slide.

### **SLIDES**

Intro:

1. SHARKS4KIDS Logo
2. Let's Investigate Sharks

### **A. WHAT IS A SHARK**

3. What is a Shark? (Caribbean reef shark)

**SQ:** What is a **SHARK**?

- Let students give several guesses
- Sharks are cartilaginous **FISH**

**SQ:** Have you ever heard any bad things about sharks?

**SQ:** Do you think they are true?

-Sharks are not monsters and they do not eat people. Yes, accidents happen and people get hurt, but most times it is because the shark has mistaken the person as animal they eat, like a seal, sea lion, or fish.

\* Ask the students to come up with words they associate with sharks. Make a list on a large piece of paper, so you can save. Do this again after the presentation and see if the words change.

#### 4. Fish Collage

Sharks are **FISH**

**SQ:** Do you have a pet fish?

#### 5. "Whoa! Sharks are Fish Too! "

-Yes, sharks are fish, but they are different than some of the other fish that might come to mind.

**SQ:** How are sharks different from other fish?

#### 6. Bones vs. Cartilage

-Sharks do not have bones. Get the students to touch their wrist bones.

-A shark's skeleton is made entirely of **CARTILAGE**. Have students touch their nose and wriggle it a bit.

#### 7. Skin vs. Scales

- Sharks do not have scales like other fish.

- Sharks have placoid scales, which are also known as dermal denticles (more about skin later in the presentation).

-The dermal denticles are razor sharp tooth-like scales that reduce drag and allow the sharks to swim faster.

### **B. WHY ARE SHARKS SO IMPORTANT**

#### 8. Why are Sharks so Important?

**SQ:** Why do you think sharks are important?

## 9. Food Pyramid

- The pyramid shows the quantity of organisms on each level (number of animals) of the food chain. There are more **PRODUCERS** (base) than there are **CONSUMERS** (upper levels). This is necessary to keep the whole system in balance.
- Sharks are at the top of the **FOOD CHAIN (FOOD PYRAMID)** in almost every part of the world's **OCEANS**.
- Many are **APEX PREDATORS** meaning they are responsible for maintaining the health of ecosystems. They eat old, sick, dead or dying fish and keep the population of fish beneath them on the food chain from overpopulating. It is important for each level of the food chain to be in balance in order for the whole **ECOSYSTEM** to be healthy.
- Sharks are **CARNIVORES** meaning they eat other animals.
- Sharks eat (**PREY**) fish, turtles, mammals, birds, sea snakes and even other sharks.

## 10. Sharks are in DEEP Trouble

- Approximately 100 million sharks are killed each year
- Sharks are heavily fished for their livers, meat, cartilage and fins. Their teeth, jaws and fetuses are also sold as souvenirs.
- Shark fins are used to make shark fin soup. A bowl of this soup can cost \$100.00 or more.
- Shark finning is the cruel practice of removing the fins of a live shark.
- POLLUTION** and habitat destruction also have a negative impact on the oceans and sharks.
- Sharks are slow growing and do not lay thousands of eggs like other fish. Some sharks will carry their babies for 12 months and then give birth to 2-15 pups.
- Baby sharks are called "pups."

\* There is a printable poster of this slide

### **C. WHERE DO WE FIND SHARKS**

#### **11. Where do we Find Sharks?**

**SQ:** Do you think there are sharks in the ocean near us? (If near an ocean)

**SQ:** Has anyone ever seen a shark either in the ocean or maybe in an aquarium?

\* As a class you can research what shark species can be found in your area.

#### **12. Map of the World**

-Sharks are found in every ocean around the world.

#### **13. Habitat & Ecosystems**

-Sharks can be found in lots of different ecosystems and **HABITATS** including the open ocean and mangrove forests.

-They can be found in cold water, warm water and even in fresh water rivers.

- Bull sharks can actually swim in brackish (fresh and salt water mix) and freshwater. They have been found thousands of miles up rivers around the world.

### **D. HOW MANY**

#### **14. How Many Sharks?**

**SQ:** How many different types of sharks do you think there are?

**SQ:** Can you name five different sharks? How about ten?

- There are over 500 different types of sharks that we know about. They range in size from 6 inches to 50 feet in length.

#### **15. Fast Facts**

-Sharks were around before the dinosaurs: Sharks have been around for almost 450 million years. Dinosaurs were first around 225 million years ago.

-Some sharks are born with belly buttons: Lemon sharks give birth to live young and each baby shark has an umbilical cord just like humans do.

-Bull sharks can swim in fresh water: They have the ability to balance the level of salt within their body to survive (osmoregulate).

-Tiger sharks can invert their stomachs: They do this to get rid of bones, feathers and other things they cannot easily digest.

-Some sharks can have 20,000 teeth in their lifetime: Sharks are constantly losing teeth and getting new ones.

-Baby sharks are called pups.

-Mako sharks are the fastest sharks: They have recorded swimming as fast at 46 miles per hour.

-Whale sharks are the biggest sharks: Whale sharks can be up to 50 feet in length.

-Lemon sharks can bite their own tails. Lemon sharks are very flexible and can even bite their own tails.

16. Fast Facts Images:

- Lemon shark belly button.

- Lemon shark biting its own tail.

- Juvenile tiger shark with stomach inverted (not the tongue although it looks like a tongue).

**E. SHARK PARTS**

17. Shark Parts- Just What Have They Got

**SQ:** Do you think sharks have parts like us?

18. Let's Dive in and Take a Closer Look

19. Say Cheese

-Sharks have lots of teeth and this lemon shark is smiling to show you a few of his.

20. Teeth

-Humans have one row of teeth on the top and one row on the bottom (52 teeth total over our lives, 20 baby teeth that we lose, and 32 adult teeth).

-Sharks have several rows of teeth and they are constantly falling out. Most sharks have about 5 rows of teeth.

-Sharks will have thousands of teeth over their lifetime!

- Sharks usually lose at least 1 tooth per week. Imagine losing a tooth every time you ate an apple.

-Different sharks have different shaped teeth depending on what they eat.

## 21. Gills

- Sharks have 5 to 7 gills slits on each side of their body
- Even though they live in the ocean they still need **OXYGEN** to live
- Sharks use their **GILLS** to pull oxygen from the water
- Water enters the shark's mouth and is expelled through the gill slits. This is the part of the gills we can see.
- Most sharks have to swim to stay alive, but others can rest on the bottom and pump water over their gills in order to get oxygen.

## 22. "Fins Up Dude"

## 23. Fins

- Most sharks have 8 **FINS**.
- They use their fins to swim as well as stay upright while moving through the water.
- The shape of shark fins varies depending on what habitat they spend most of their time in. Example: A nurse shark has a flat caudal (tail fin) because it spends most of its time on the bottom.
- Some sharks like the Thresher shark can use their caudal (tail) fin to slap and stun their prey before eating them.

## 24. Eyes

- Shark eyes are similar to our eyes in how they work.
- Shark eyes vary in size and shape depending on the habitat and depth they spend most of their time in.
- Sharks have eyelids, but they do not close all the way
- Some sharks have nictitating membranes, which protect their eyes when they are going after prey.
- Sharks without nictitating membranes can roll their eyes back in order to protect them.

**SQ:** Do any of these eyes looks like other animals eyes?

## 25. Nictitating Membrane

-Many shark species have what is called a nictitating membrane. It is a thin membrane similar to our eyelids.

-The membrane protects the eye when a shark is going after prey, they cannot see through this when it is closed, and must use other senses.

\* There is a printable poster of this slide

## 26. Noses

-Sharks have 2 nares (nostrils) on the underside of their snout.

- Each nare has 2 openings: 1 for water to enter and 1 for water to exit.

- Sharks do not use their noses to breathe.

## 27. Skin

- Shark skin is made up of tiny razor like scales called dermal denticles. (See next slide)

- Shark skin is very smooth in one direction (head to tail), but feels like a cat's tongue or sandpaper when you rub it the other way (tail to head).

## 28. Dermal Denticles

- These v shaped scales make the sharks hydrodynamic, meaning they can move without resistance through the water allowing them to swim faster, and use less energy.

-Olympic swimsuit designers, and boat builders have modeled material after the skin of sharks

\* There is a printable poster of this slide

## 29. Let's Make Sense of Shark Senses:

-Sharks have all five of the same senses we do, but they actually have a very special 6<sup>th</sup> sense that helps them detect prey.

### A. Sight

-Sharks can see in dark or murky water.



## B. Sound

- Sharks have ears, but they are located entirely on the inside of the body. Sound travels faster and farther through water, so often times sharks are able to hear their prey long before they can see it.

## C. Smell

- Sharks have an incredible sense of smell.
- Imagine being able to smell a chocolate chip cookie in an area the size of a football field.
- Some sharks can detect a single drop of fish blood within a million drops of seawater or from a quarter of a mile away. A standard track is  $\frac{1}{4}$  mile (1320 feet) in length and  $\frac{1}{4}$  mile is almost 4 football fields (360 feet) in length.

**SQ:** Do you think sharks are attracted to human blood?

\* If you have a space large enough on school property you can measure out  $\frac{1}{4}$  of a mile. Place a marker or half the class at one point and everyone else 1320 feet away. Or you can take the kids onto the track and have them walk/jog a lap around the track, so they can see just how far  $\frac{1}{4}$  mile is.

## D. Taste

- Sharks have very sensitive taste buds in their mouth and will do a "test bite" to see if something is edible or part of their normal diet. People are NOT part of the normal diet of sharks.

**SQ:** If you were to bite a crayon or t-shirt (or another item in the classroom the kids would not eat) would it taste good? Would you want to eat it?

- Sharks do not have hands like we do, so they use their mouths to figure out what things are.
- Accidents happen when sharks bite something (people) and then let go because it is not food.
- A candy bar tastes good, but the wrapper it comes in does not. We know the wrapper doesn't taste good because we have learned it is not food. A shark learns by doing a test bite.
- We don't taste good, so they let go, but sharks have a lot of teeth and sometimes the bite can harm a person, but it is not the shark hunting down a human and trying to eat them.

**This is a challenging section, but also a great opportunity to reiterate the fact that humans are not on the menu for sharks.**

**Yes, accidents happen, but sharks do not hunt people and consider them food.**

E. Touch

- Sharks have two components to their sense of feeling and touch.
- The first is actually touching an object, including a test bite, where they not only taste, but also feel the potential prey.
- The second is a bit more complex and includes a series of canals known as the lateral line. (See next slide)

30. Lateral Line (see the red line on each shark in the slide)

- The lateral line is a series of interconnected canals that run from the back of the shark's head to its tail.
- Each canal is made up of tiny pores, which allow water to penetrate the skin.
- Tiny hairs line the canal and allow the shark to detect movement in the water.
- The shark does not have to see an animal to know it is there, but can feel it by detecting movement or disturbance in the water.
- If you are in a swimming pool and your friend does a cannon ball you feel the wave right? Imagine if you were at the opposite end of the pool and your friend wiggled his or her fingers very gently and you were able to feel that.

31. Ampullae of Lorenzini

- Sharks have what is known as a 6<sup>th</sup> sense.
- This 6<sup>th</sup> sense refers to their ability to detect electrical pulses in the water.
- The black pores you can see in the image are the sensory organs that can detect these pulses. Every living thing gives off an electrical pulse. This gives sharks another tool for finding food.
- Metal objects such as boat propellers also give off pulses.
- Hammerheads and some other sharks can actually detect the very faint pulse given off by prey hiding motionless while buried in sand on the bottom.
- Sharks that are more active hunters will have more ampullae on their snout than less active species of sharks.

**SQ:** Do you think a healthy fish gives off the same pulse as an injured or dying fish?

\* There is a printable poster of this slide

### 32. How Do We Learn About Sharks?

**SQ:** How do you think people learn about sharks?

**SQ:** How could you learn about sharks?

### 33. Ways to Learn Collage

- These images show a variety of ways we can learn about sharks.

### 34. Scuba Diving & Snorkeling

-In order to study sharks some times we need to dive in and get a closer look.

-Scuba Diving: SCUBA stands for self contained underwater breathing apparatus. Divers use special equipment to be able to stay underwater, including an air tank they can breathe from.

-Snorkeling: People can use a snorkel, which looks like a pipe sticking up out of the water, to get air from the surface without having to lift their face out of the water.

**SQ:** Has anyone here been snorkeling? Do you have family members or friends who have been snorkeling or scuba diving?

**SQ:** How do you think snorkeling or scuba diving would allow people to learn about sharks?

Scuba diving and snorkeling lets people observe sharks and study them in their natural habitat. People can learn how they swim, what they eat and where they go.

### 35. Underwater Photo & Video

A great way to learn about any animal is by taking photos and videos.

**SQ:** What could we learn from looking at photos and videos of different animals?

-What they eat

- How they move
- Where they hide or spend time
- How they play
- How they act with other animals

**SQ:** Has anyone here ever watched an animal show on television? Were the animals underwater?

**SQ:** What do you think would happen if you took a regular camera underwater?

-There are special housings made for cameras, so they can go in the water. The housings keep the cameras safe and dry.

### 36. Science & Research

**SQ:** How do you think **SCIENTISTS** learn about sharks?

**SQ:** What do you think scientists might want to find out about sharks?

- There are lots of ways scientists can learn about sharks.
- They can **OBSERVE** and **INVESTIGATE** the sharks in their natural **ENVIRONMENT** and take notes.
- Catch the sharks and see how long they are and how much they weigh (just like when you go to the doctor).
- They can take a DNA sample or a blood sample.
- They can study the DNA to figure out a shark family tree just like people can research their family trees.

### 37. Shark Tagging

- A really cool thing scientists can do is to put tags on sharks. There are lots of different tags and they can do different things.
- A simple tag might just give the shark an ID or "name." If they catch the shark again they will know it has already been caught and they can take measurements again to see if it has grown.
- Acoustic tags for tracking animal movements over a long time period.
- There are larger tags that are actually miniature computers. They record a lot of information while attached to the shark.

- Location
- Water **TEMPERATURE**
- Depth
- Speed

- The tags do not hurt the animals, but probably feel like getting a shot or your ears pierced. Sharks also heal incredibly fast.

\* Shark Tracker Website: Students can follow different tagged sharks and see where they go. As a class you can select a shark and see where it goes for a week or 2 weeks or even a month. This is a great way for students to see real life science in action. <http://www.nova.edu/ocean/ghri/tracking/>

### 38. We need your help

-Sharks need your help! They are in deep trouble and many species are **ENDANGERED** or critically threatened. Without help many species face **EXTINCTION**.

- Shark **CONSERVATION** involves protecting sharks and their habitats.

**SQ:** What do you think you could do to help sharks?

- **RECYCLE**

- Don't litter on land or in the water.

- Be a junior scientist and ask good questions about sharks.

- Be a shark advocate by telling other people how cool sharks really are and that they are NOT man-eating monsters.

- Get mom and dad or other family members to use canvas grocery bags instead of plastic.

- Have a reusable water bottle instead of buying new bottles of water

Lots of things YOU can do and every little bit helps.

### 39. The End



## Kindergarten Vocabulary

This list of words can be used along with the *Let's Investigate Sharks* PowerPoint

1. **Apex Predator**: An animal at the top of the food chain with no natural predators. If removed from an ecosystem, can have large cascading effects on many other species within that system.
2. **Carnivore**: An animal that eats primarily other animals.
3. **Cartilage**: This is flexible connective tissue found inside the body (nose & Ears).
4. **Conservation**: The protection of plants, animals, and their habitats.
5. **Consumers**: Are animals that cannot make their own food, so they must eat other animals and plants to survive. (Food chain & food pyramid)
6. **Ecosystem**: Animals, plants and nonliving things that make up an environment and impact one another.
7. **Endangered Species**: A species that is in danger of becoming extinct if actions are not taken to protect it.
8. **Environment**: All the physical surroundings and factors that influence an organism on Earth are called the environment. The environment includes everything living and nonliving.
9. **Extinction**: When all individuals of a species die. Once a species is extinct, they are gone forever.
10. **Fins**: Flattened appendages (arms and legs) used for propulsion, steering and balance in aquatic vertebrates and some invertebrates.
11. **Fish**: Animals that spend their whole lives in the water and breathe using gills. Fish lack limbs (arms/legs) with digits (fingers/toes)

12. **Food chain**: The order in which animals eat plants and other animals.
13. **Food Pyramid**: This shows the number of organisms at each level of the food chain. There are more producers (lower levels) than consumers (higher levels).
14. **Gills**: An organ used for breathing by animals in the water.
15. **Habitat**: The specific place where an animal or plant lives.
16. **Investigate**: To examine closely in order to find something out.
17. **Observe**: To see or sense through careful observation.
18. **Ocean**: The body of salt water that covers nearly 71% of the Earth's surface.
19. **Oxygen**: A chemical element that makes up part of the air we breathe. It is needed by all plants and animals to live.
20. **Pollution**: This occurs when the environment becomes contaminated (dirty) from chemicals, garbage or other harmful substances.
21. **Predator**: An animal that kills and eats other animals.
22. **Prey**: Animal caught and eaten by other animals.
23. **Producers**: (food chain & food pyramid) Living things that can make their own food. Plants are producers that make food through a process called photosynthesis. They use water, carbon dioxide and sunlight (energy) to make sugar and oxygen.
24. **Recycle**: Turning an item into something else instead of just throwing it in the trash.
25. **Science**: Studying the physical world to gain knowledge and answer specific questions.
25. **Scientist**: Someone who is very knowledgeable about science and whose job involves doing scientific research or solving scientific problems.
26. **Shark**: Sharks are fish that have skeletons made of cartilage (cartilaginous fish). There are over 500 different species of shark.
27. **Temperature**: The measure of how hot or cold something is.



**LUNCH TIME: WHAT DOES TILLY THE TIGER SHARK EAT?**

Circle all of the things you think Tilly might eat

**Sea Turtles**

**Computers**

**Sea Snakes**

**Life Jackets**

**Fish**

**Birds**

**Gold Fish**

**Sharks**

**Toothbrushes**

**License Plates**

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





## **LUNCH TIME: WHAT DOES TILLY THE TIGER SHARK EAT?**

Circle all of the things you think Tilly can eat

# **Tilly might eat ALL of these things!**

Tiger sharks are known as the 'garbage cans' of the sea because they eat a wide range of items including things like license plates or life jackets. These items are not regularly on the menu, but these sharks are scavengers and will try random things hoping they are food.

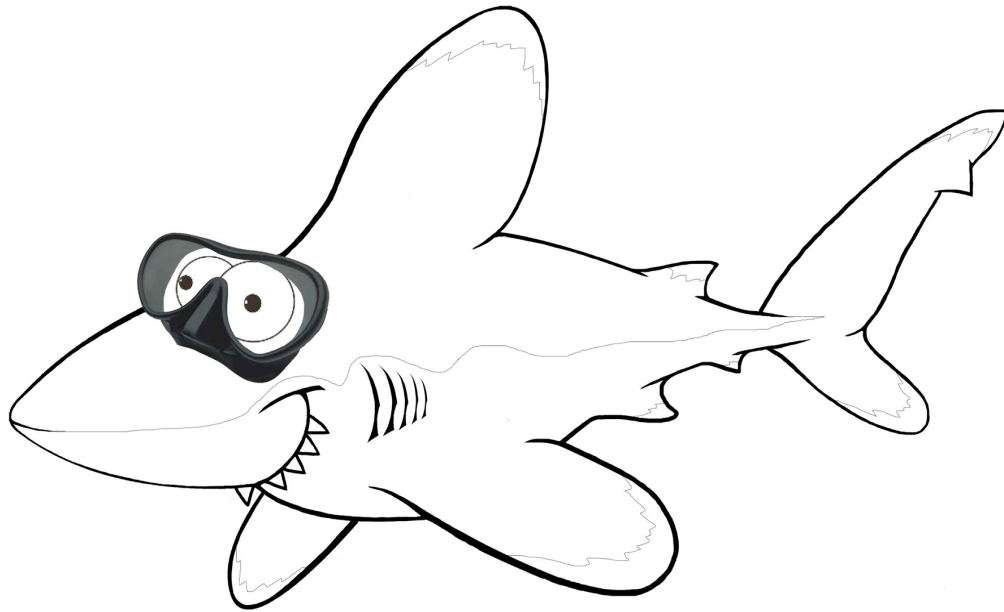
Tiger sharks have serrated teeth that can actually cut through a turtle shell.

They also eat a wide range of fish and marine mammals, including tuna or seals.

They will eat other smaller sharks or large sharks if they are injured or dying.

A bird floating on the surface or a sea snake swimming, by are also meal opportunities.

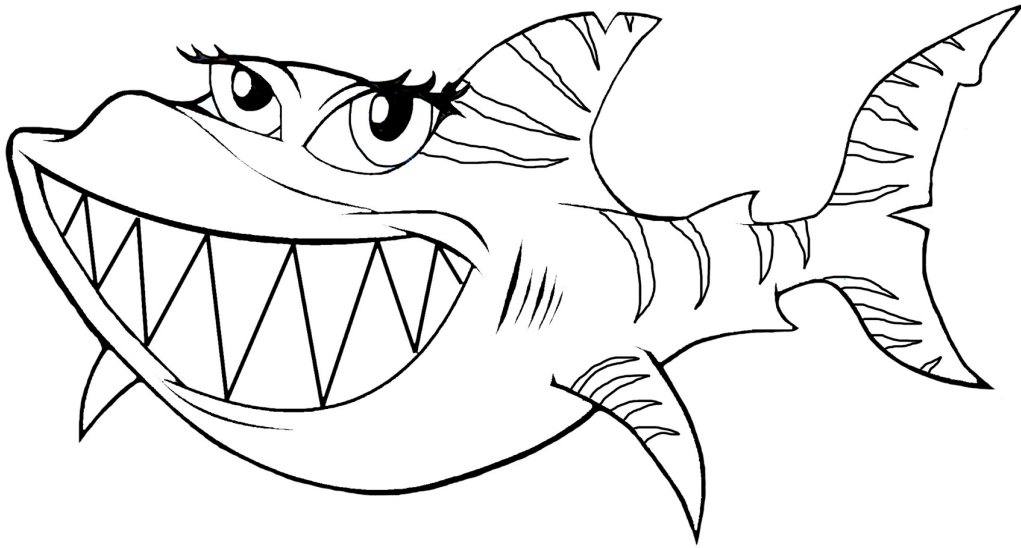
Think of things you might not normally eat, but would if you were really hungry!



**S IS FOR SHARK**

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

**THIS BELONGS TO:** \_\_\_\_\_



**S IS FOR SHARK**

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

**THIS BELONGS TO:** \_\_\_\_\_

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