

English planning and resources

Planning and Resources

School -

Year group (s) – R

Teacher –

Text – Surprising Sharks

Term – Summer 1

Overview – original

Half term (blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Su1	POR 1 – recap surprises – predictions from book cover	POR 2 – predictions – shared writing knowledge about sharks	POR 3 questions Shared write what they want to know about sharks – focus on question marks	POR 4 labelling	POR 5 captions	Surprising Sharks Nicola Davies and James Croft	Animal body parts label
Su2	POR 7 reading on to answer questions – add answers to display of questions	POR 8 labelling	Research another animal shared writing – label and caption like page from Sharks – have models and pictures available e.g. dog	Select own animal and research e.g. find pictures and models	Create own page for own animal with label and captions		
Su3	Model text – learn	Conscience alley – scary / not scary	Show selection of pictures and discuss how ones show scary and ones do not – link to book – size / colour etc. select appropriate	Shared write reasons for another animal being scary	Convert reasons to discussion text as shared write		Discussion text – Are sharks scary?
Su4	Model finding pictures for shared writing text for being scary and not being scary	Plan own discussion text for an animal	Give 2 reasons for scary	Give 2 reasons for not scary	Add pictures and captions on computer and print off		
Su5	Model text of a beach description poem each sentence about a different thing e.g. sand / shells - learn and act out	Have another poem of beach description but creating a completely different atmosphere – pick out words that change the picture	Have a picture of underwater scene that is magical e.g. little mermaid – label with key words to create impression – recap nouns / adjectives / verbs	As previous day but with danger e.g. sharks about to attack	As previous day but with mystery e.g. a sunken pirate ship		Underwater sea description poem
Su6	As previous day but with serene e.g. gliding fish and clear blue water / coral reef	Plan own underwater poem – talk through - what impression are they going for	Illustrate own poem their plans – think colour / size etc.	Write underwater poem	Perform own underwater poem		
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							

Writing outcomes and SPAG focus

Writing outcomes

- * Labelling
- * Discussion
- * Description poem

SPAG focus

- * Questions
- * Adjectives

Genre objectives and NC objectives

Based on EYFS framework and sitting alongside Phonics discrete teaching with these skills applied through these lessons

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

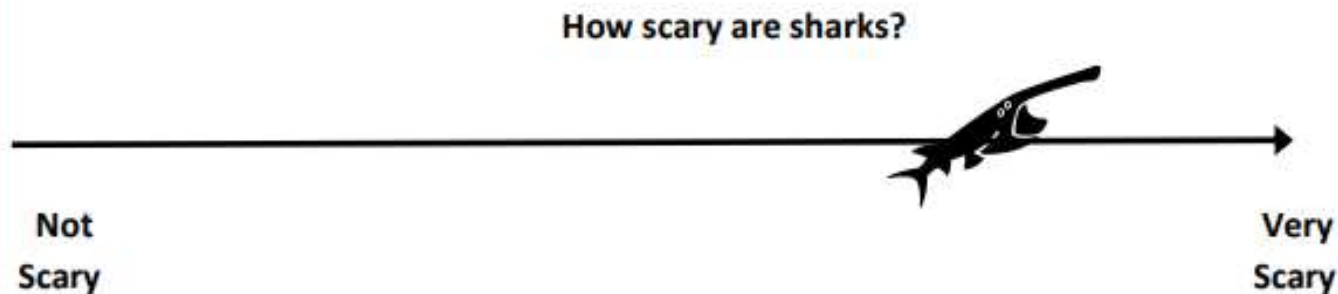
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Please read the POR unit plan in full

- * Link below
- * <https://clpe.org.uk/system/files/Surprising%20Sharks%20TS.pdf>

Links to other texts and resources

- Provide a display board for children to add their own work as they produce it. In the centre of the board draw a large shark so that later the children will be able to label the parts of a shark e.g. teeth, skin, dorsal fin etc.
- Have a scale line with an interactive question on the display. Ask children to pin a picture of a shark where they believe that it sits on the scale. This can change as the children find out more information about sharks and change their perceptions.



- Somewhere in the classroom find space for a shark fact display. Provide some shark shaped paper or post-its so that children can write any shark facts that they find out at home or through further investigation. Encourage children to get their parents to write any facts on the board that they may know to add to the display.

Book Corner

- Collect together some story books about sharks and the sea, such as Shark in the Park! Nick Sharratt, Billy's Bucket, Kes Gray and Gary Parsons; The Rainbow Fish, Marcus Pfister etc so that children can read them together or they can be draw on during read aloud sessions.

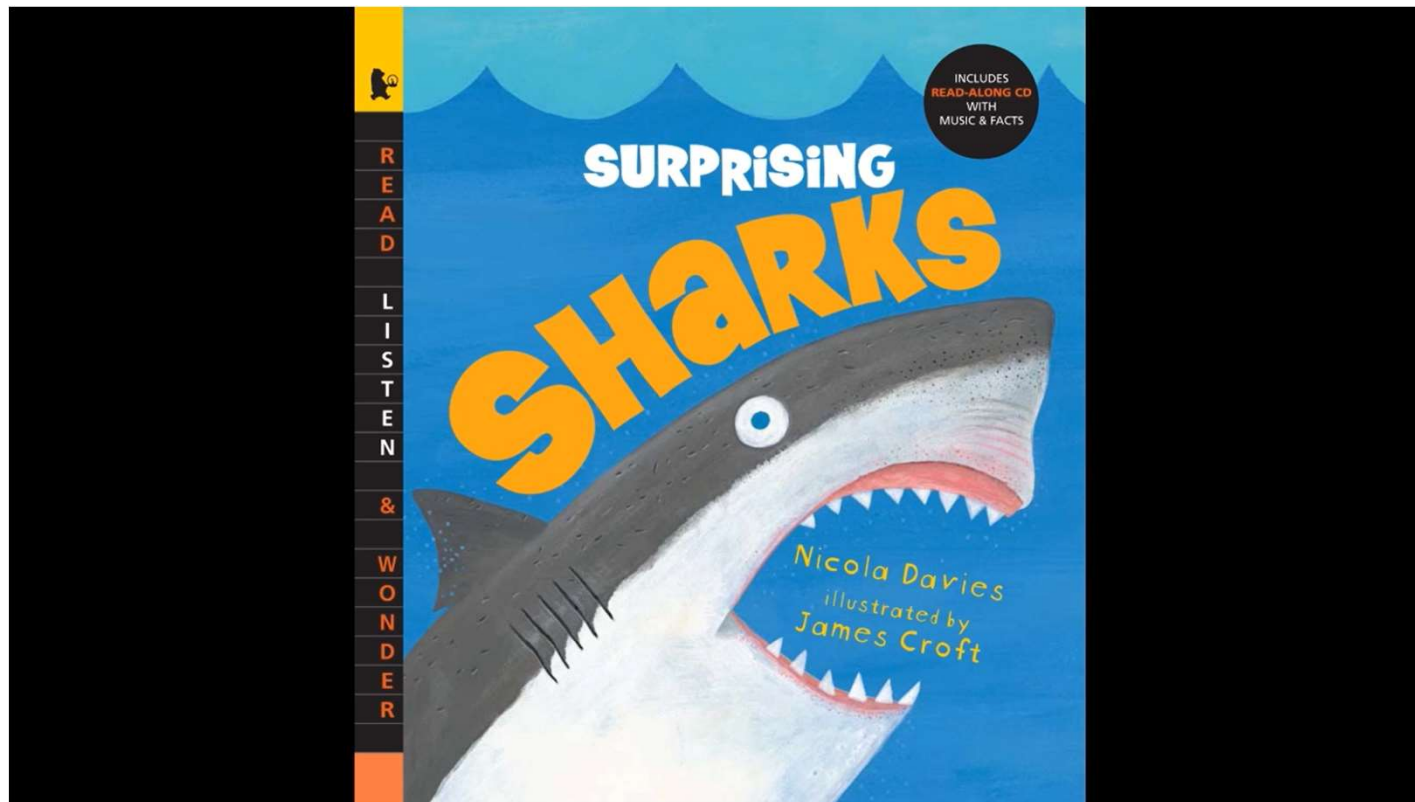
Books to make connections with...

- * Shark in the Park! Nick Sharratt
- * Billy's Bucket, Kes Gray and Gary Parsons
- * The Rainbow Fish, Marcus Pfister

Hook ideas

- * Make an under the sea story box for children to play at ocean stories in small groups.
- * Or make sharks from plates?







LEMON SHARK
10 feet 9 inches

SAND TIGER SHARK
9 feet 9 inches

DWARF LANTERN SHARK
6 inches

WHALE SHARK
39 feet 4 inches

BULL SHARK
10 feet 6 inches





Shark? Yes, it's a shark!

8

It's a **DWARF LANTERN SHARK**.
It's the smallest kind of shark in the world,
just bigger than a chocolate bar. Not a giant,
certainly no man-eater, and a killer only
if you happen to be a shrimp.

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You see, **MOST** sharks are not at all what you might expect. After all, who would expect a shark to . . .



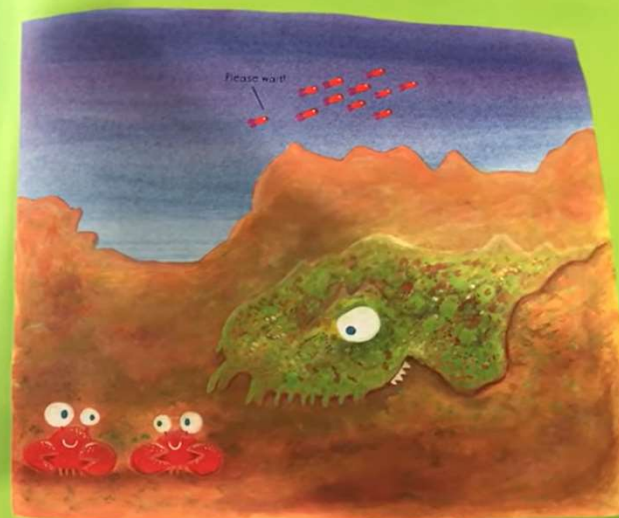
Like all **LANTERN SHARKS**, this **BLACKBOLLY LANTERN SHARK** has light-making organs on its tummy. They help it to blend in with the silvery surface of the sea and avoid ending up as dinner for bigger fish.

have built-in fairy lights . . .

or blow up like a party balloon . . .



SWELL SHARKS swallow water when they get scared. They blow up to three times their normal size so that they stick fast between rocks. Then no predator can pull them out.

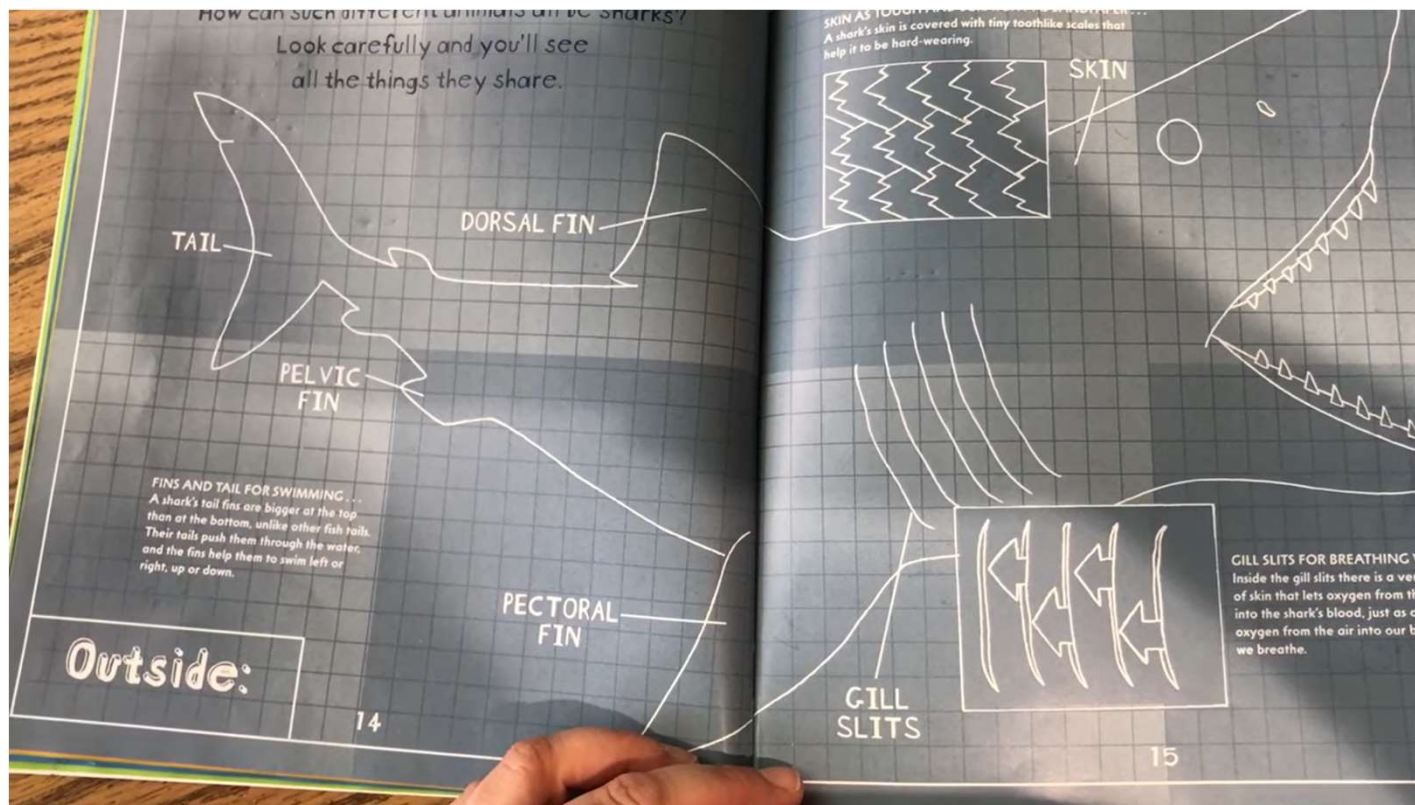


This Australian shark is called a **WOBBERGONG**. Its patterned skin matches the rocks and coral on the sea floor, so it can sneak up on shellfish, crabs, and small fish without being seen.

or lie on the sea floor like a scrap of old carpet . . .





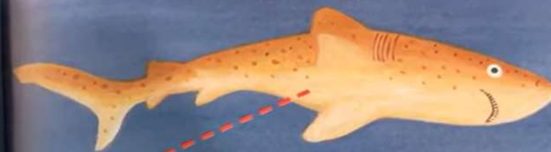


It's the **sharkish** way they behave!
Sharks are always hungry, and they're
always on the lookout for their next
meal. Some even start **killing**
before they're born.

SAND TIGER SHARKS
give birth to just two
live young — which is all
that's left after those two
have eaten the other six
babies in their mother's belly.



Some sharks lay eggs, and some give birth to live
young. But all baby sharks are just like their
parents, with **sharp teeth** and
the ability to hunt right from the start.



DOGFISH lay eggs called mermaid's
purses. They have strings that tangle in the
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lay eggs like a corkscrew. They
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Sharks have tiny holes to let sound into their inner ears. They can hear sounds that are too low for our ears to pick up.

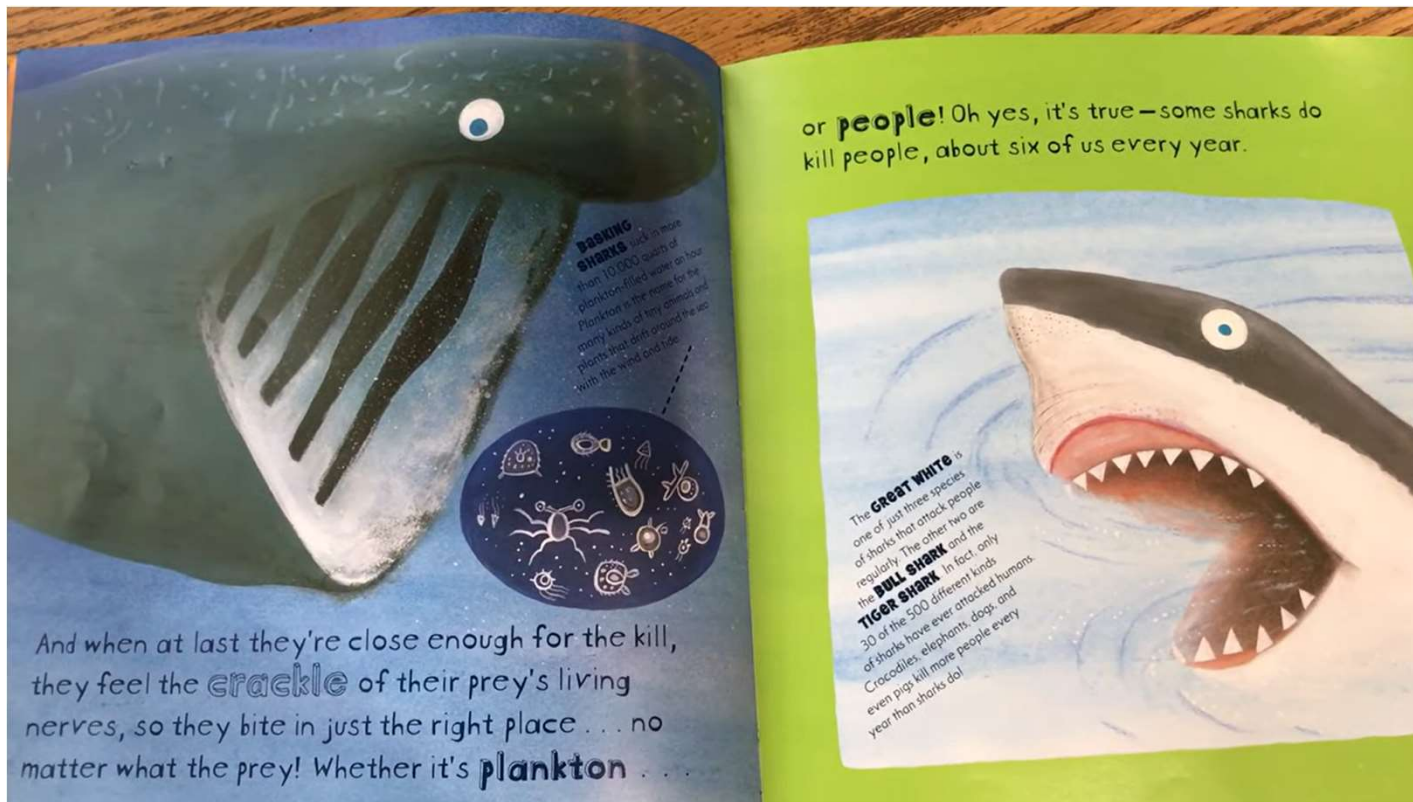
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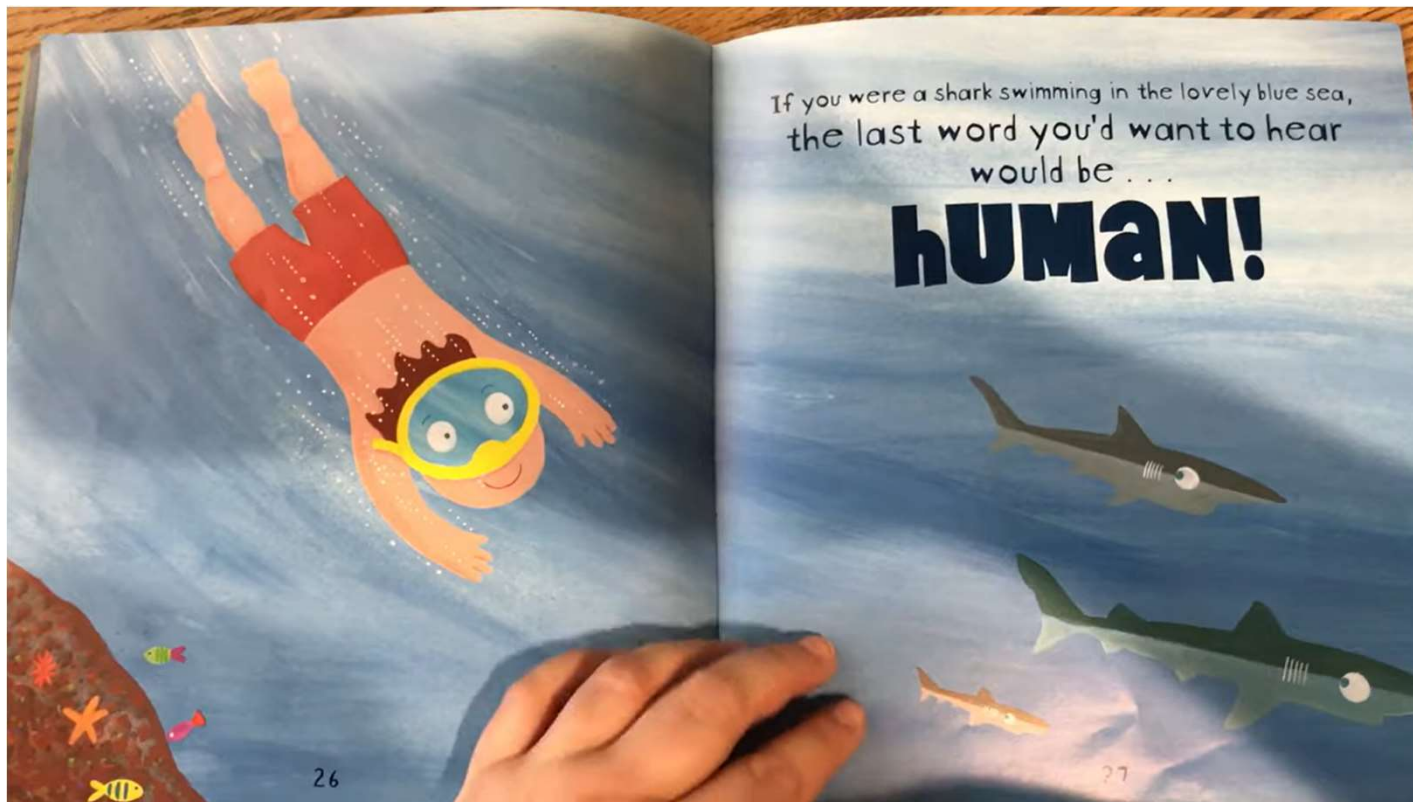
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The whole of a shark's skin is sensitive in the same way that your fingertips are. You can tell hot from cold, rough from smooth, moving from still. A shark can also get all sorts of information from the movement and temperature of the water all around its body.



But every year **people** kill
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Look up the pages to find out about all these shark things. Don't forget to look at both kinds of words - this kind and this kind.

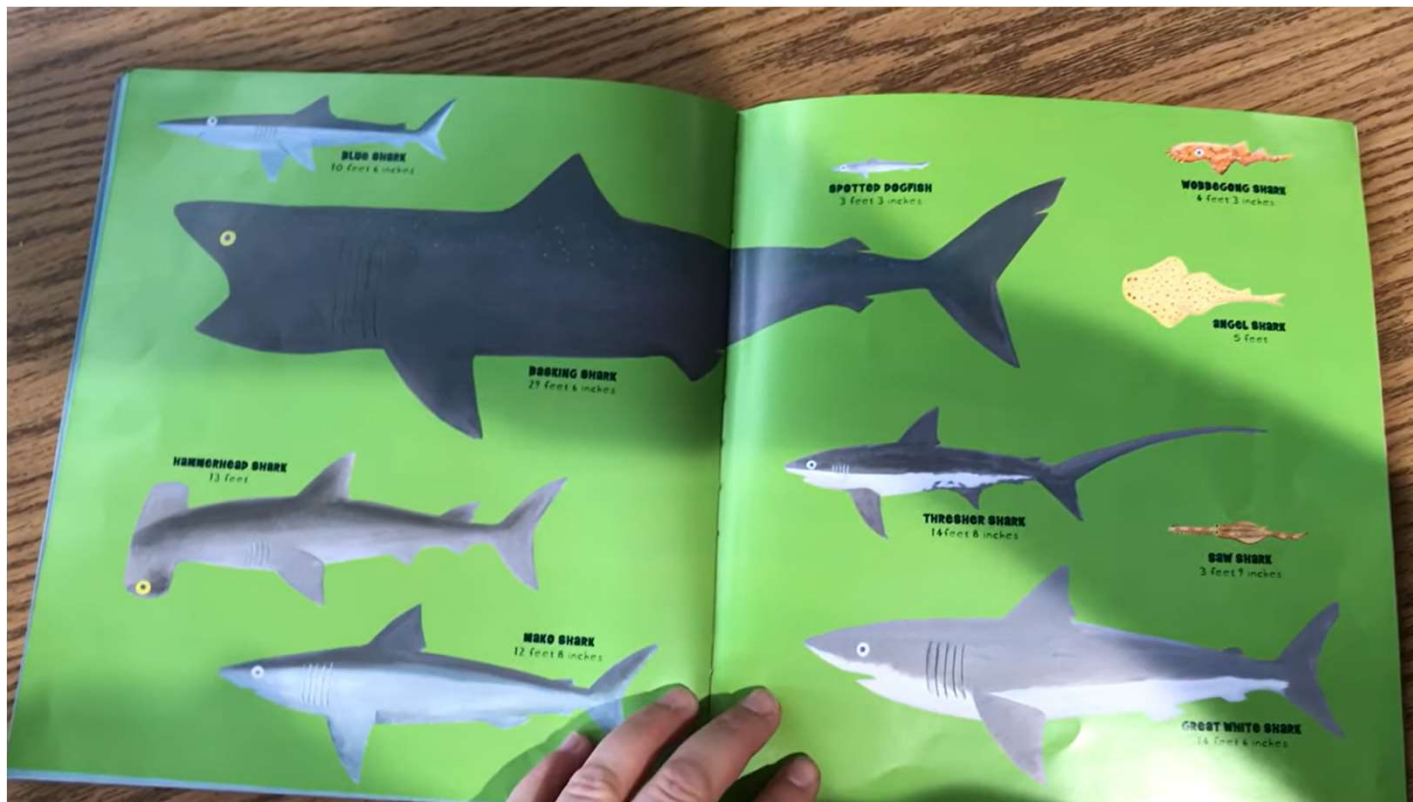
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Sharks have been on Earth for 300 million years and can be found today in every ocean and sea in the world.

People see sharks as monsters, but of the 500 different kinds of sharks in the world, only 30 have ever attacked humans, and most feed on shellfish and small fishes.



Sharks are predators: they kill only to eat and are as important in the sea as wolves, lions, tigers, and bears are on land.



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Open one up and be amazed!

SURPRISING SHARKS

Nicola Davies illustrated by James Croft

"SHAAAAARRKK!" is probably the last word anyone wants to hear while swimming in the warm blue sea. But most sharks aren't at all what people expect. In fact, those who think all sharks are giant, man-eating killers are in for a big surprise.

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Week 1 Monday

- * Learning Outcome / Objective
- * I can describe what a surprise is.
- * I can say a question or idea out loud about sharks.

A surprise has arrived?



Is it good?



Is it bad?



How do you feel?



confident



happy



ashamed



surprised



worried



sad



stubborn



excited



silly



scared



angry



annoyed

Let us open it...



Let us open it...



It is a shark!

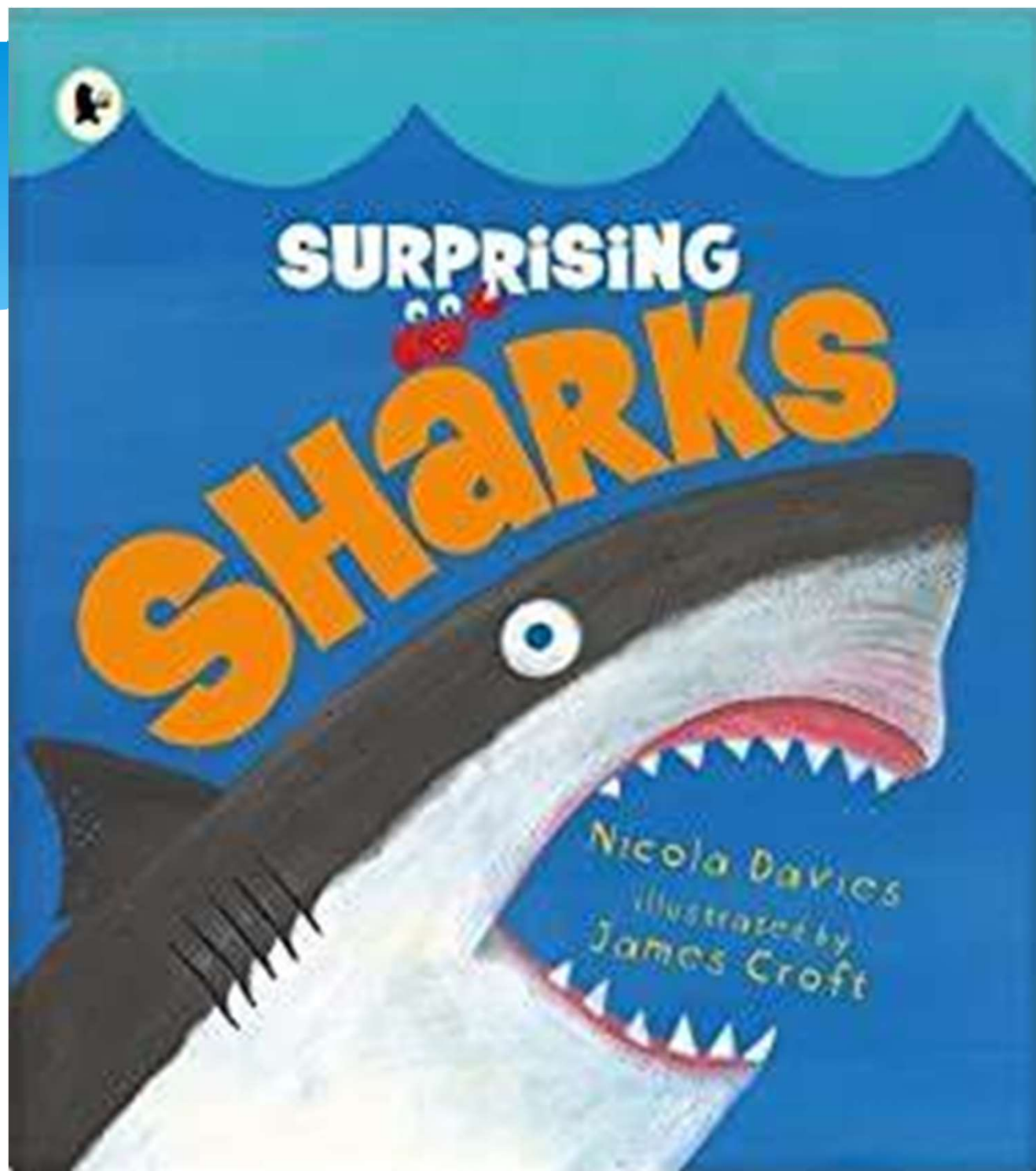


Was that a surprise?



What is a surprise?

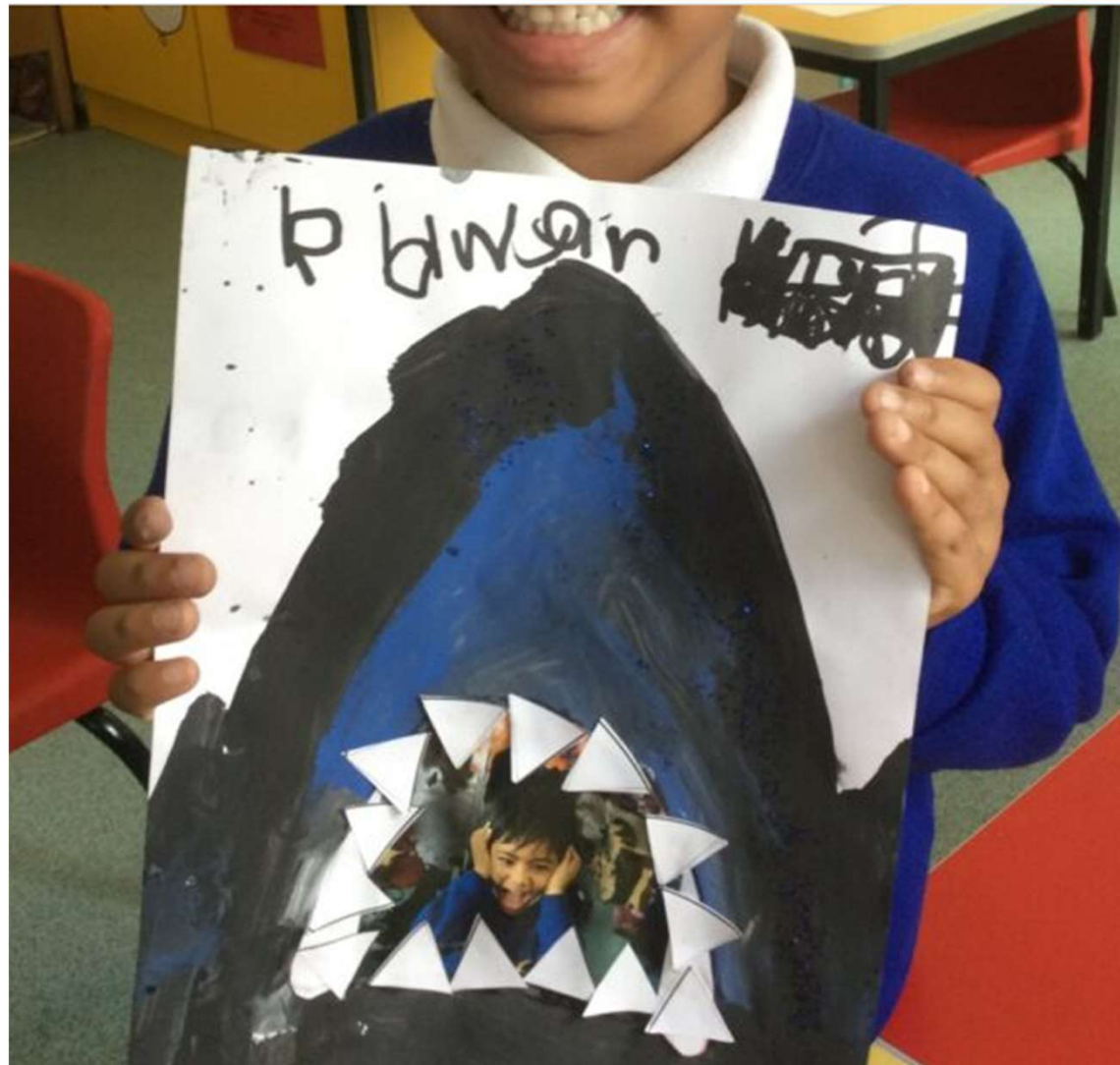




Can anyone think or guess what surprises we might find out about sharks?



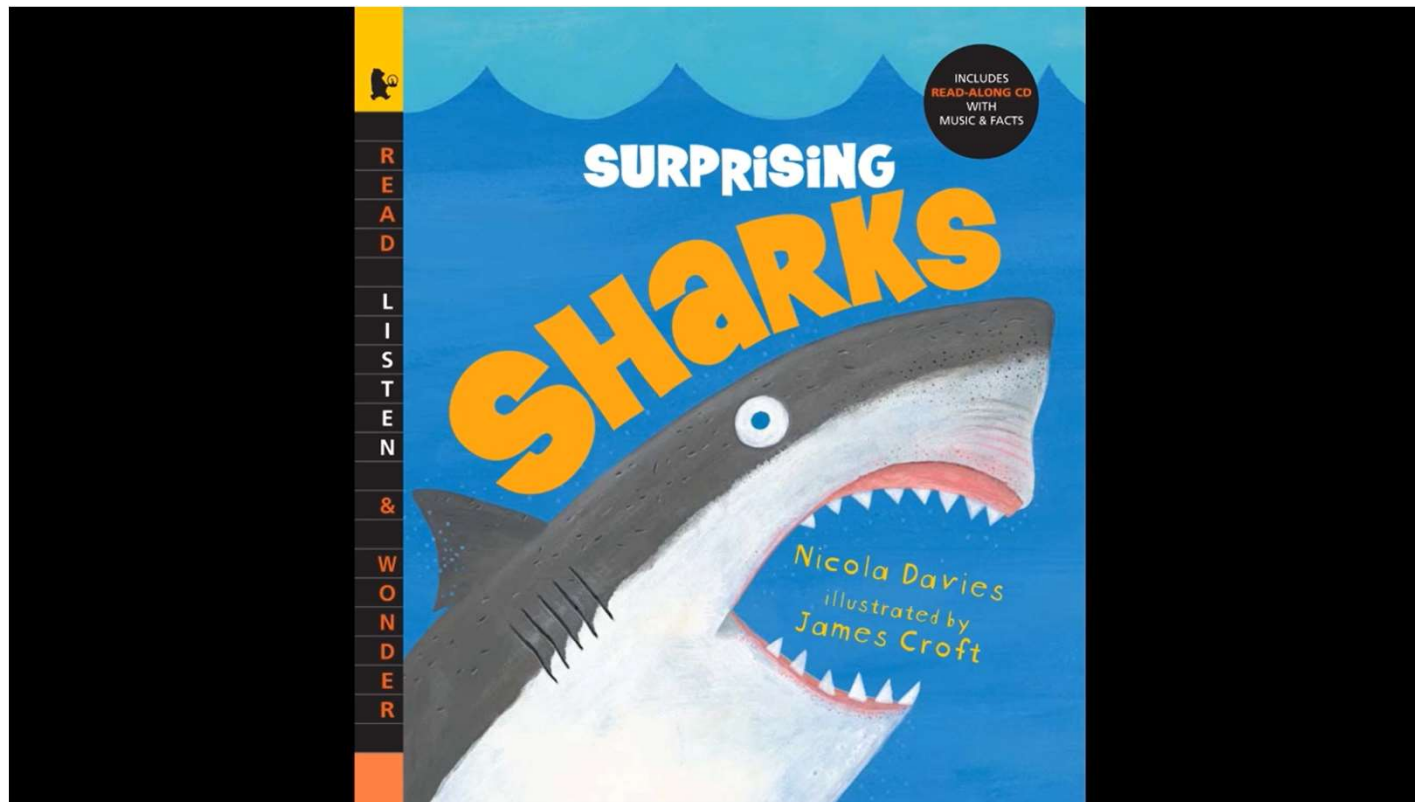
You could make a surprise shark picture...



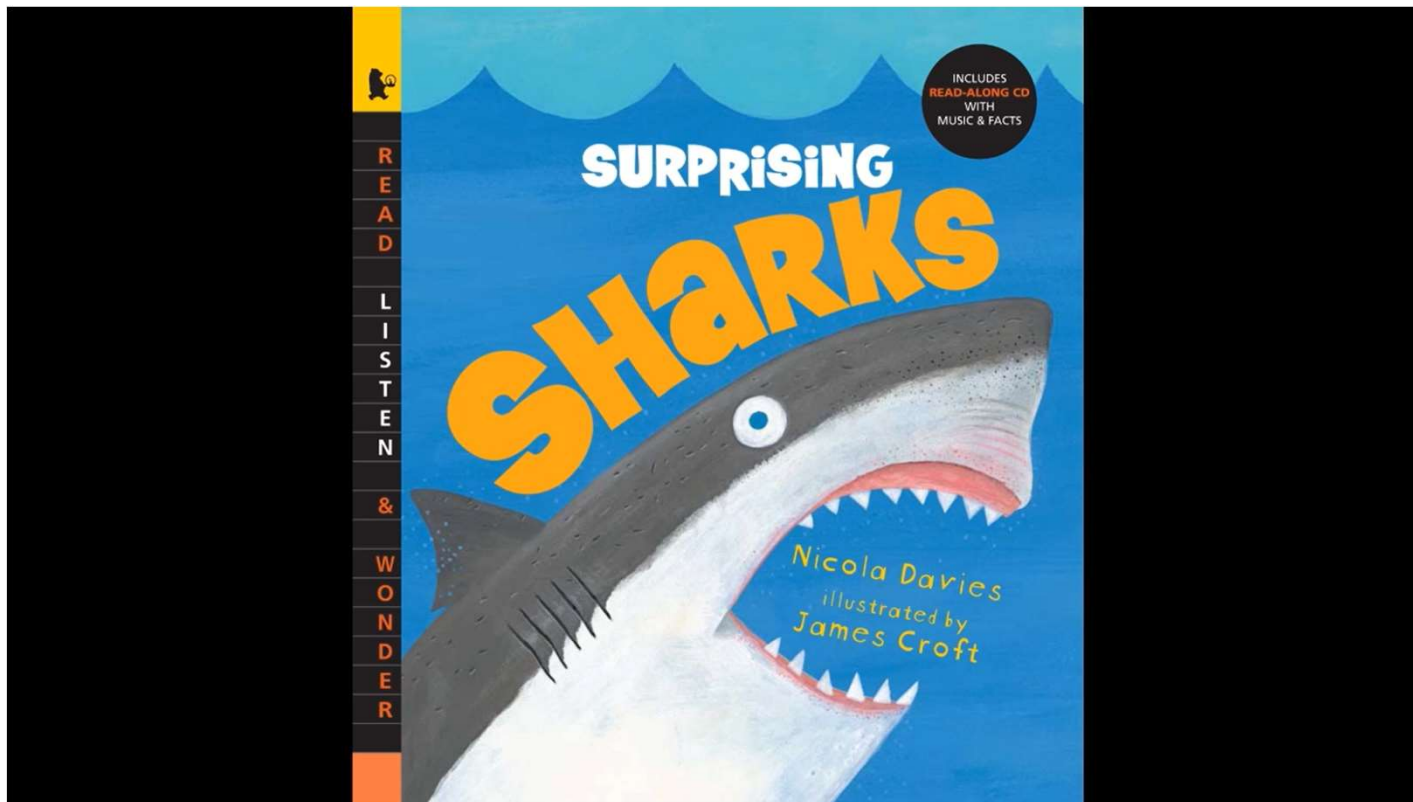
Week 1 Tuesday

- * Learning Outcome / Objective
- * I can make predictions.
- * I can make connections.

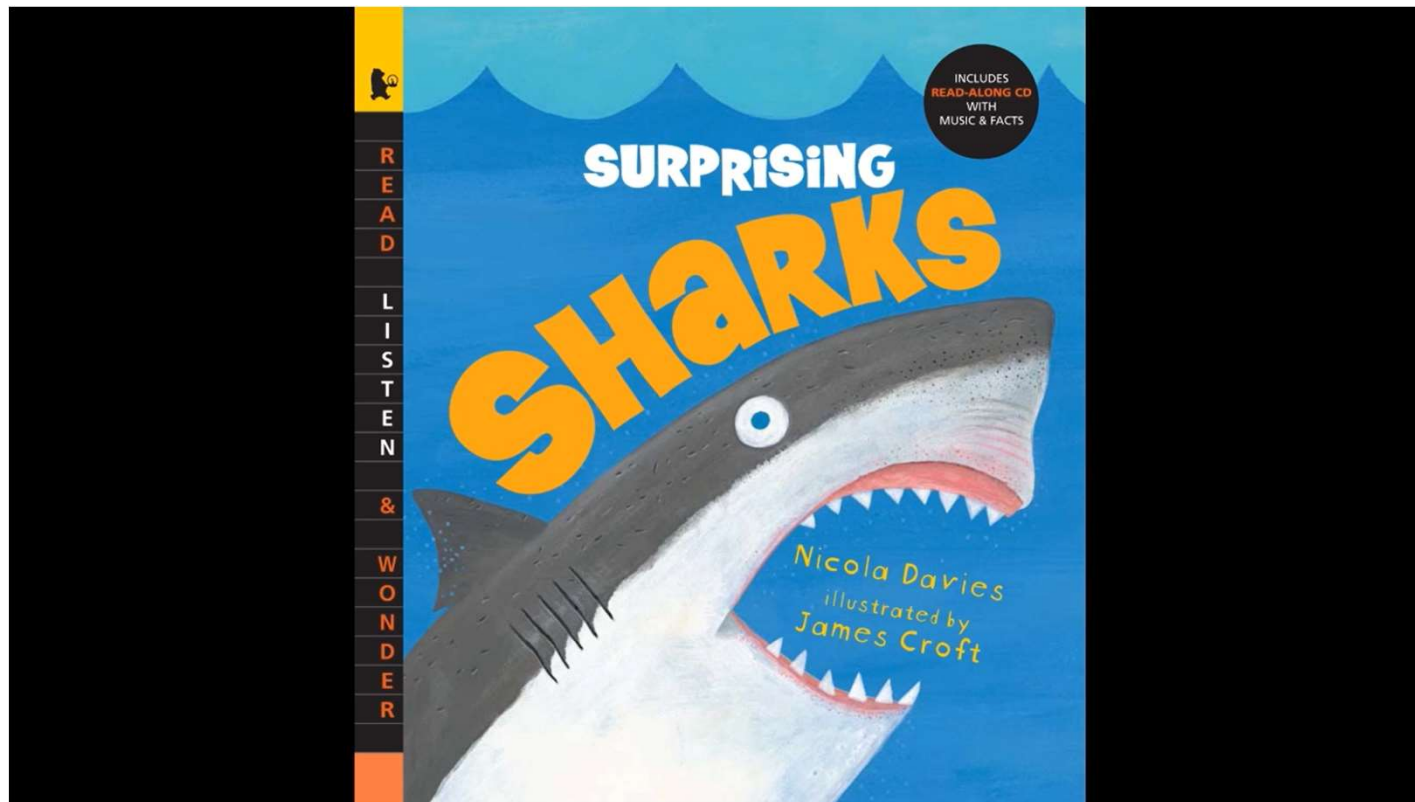
What kind of book do you think this
is?



Is it a story book?



Will it give us facts and information?









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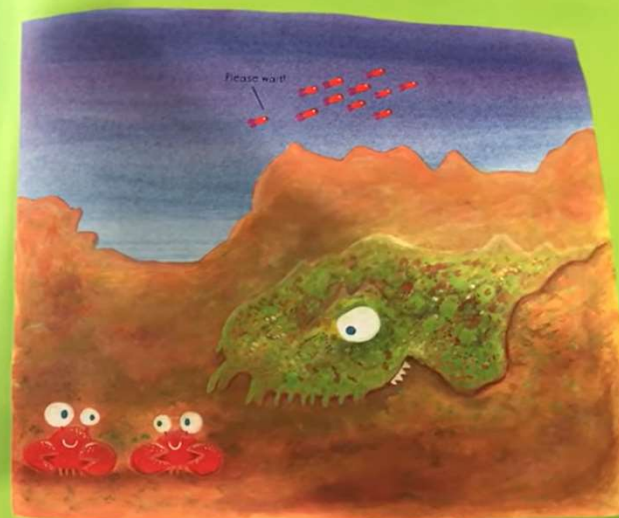
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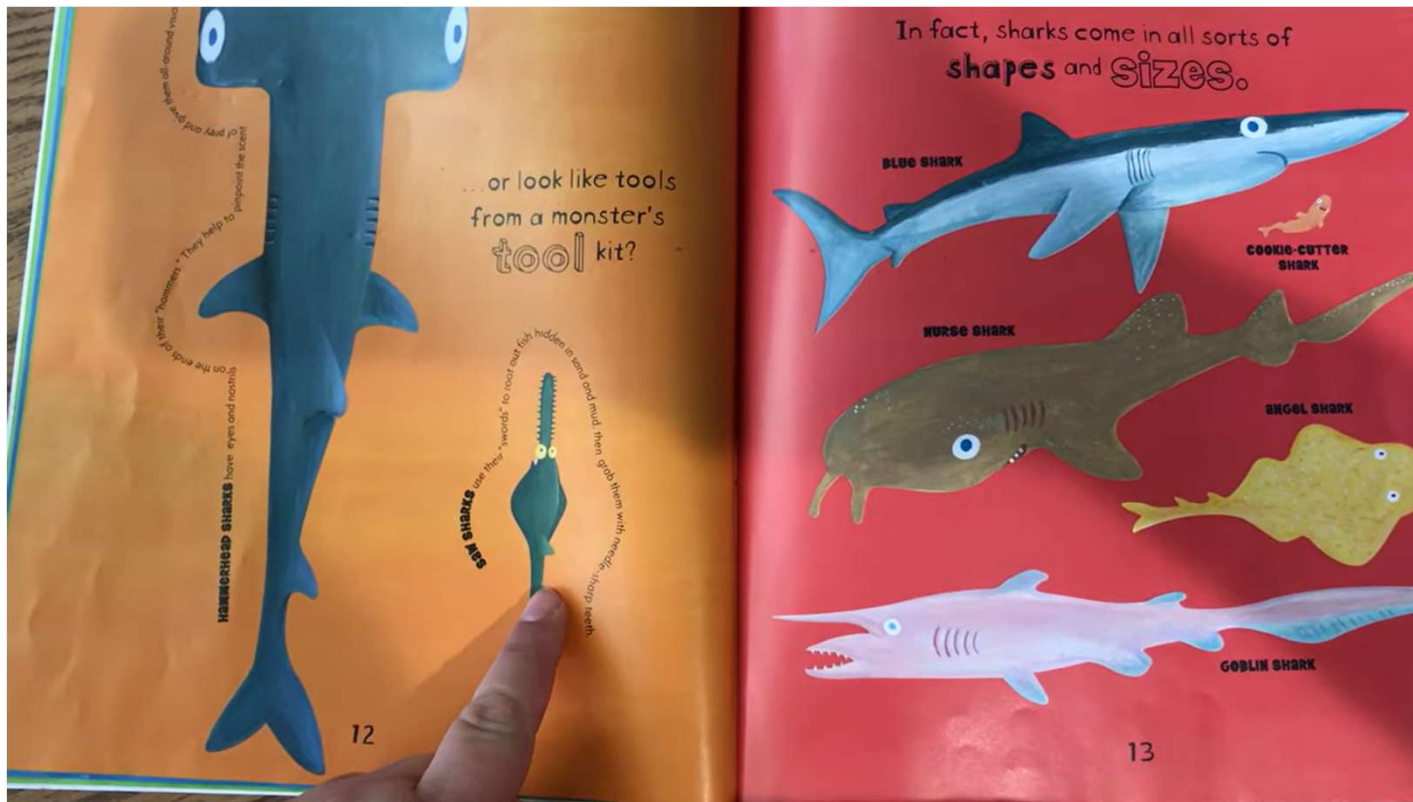
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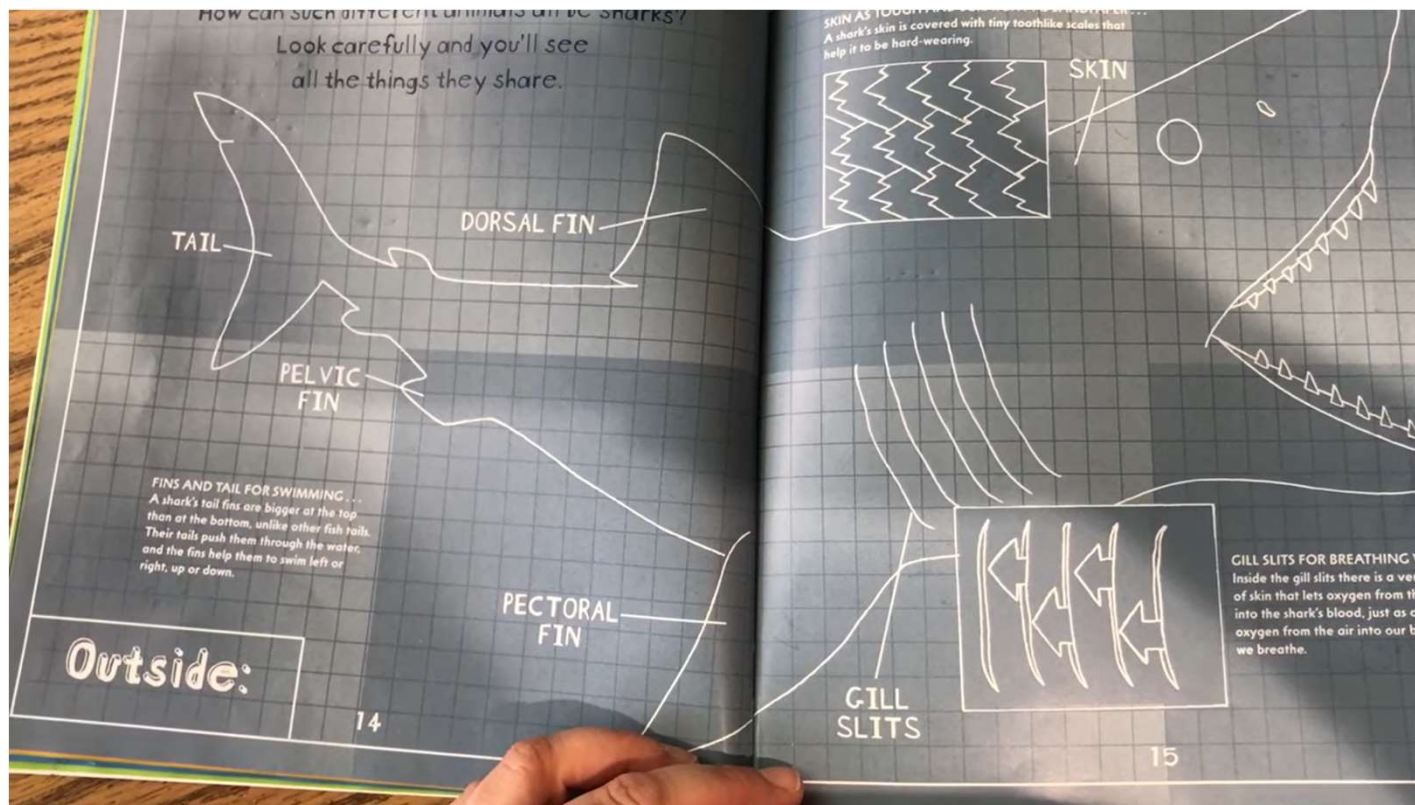
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Have you heard any facts?

- * Let's put some ideas on our wall.

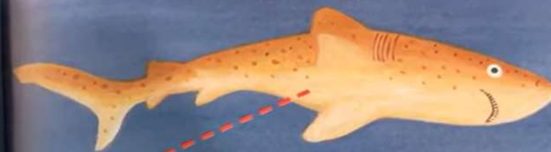


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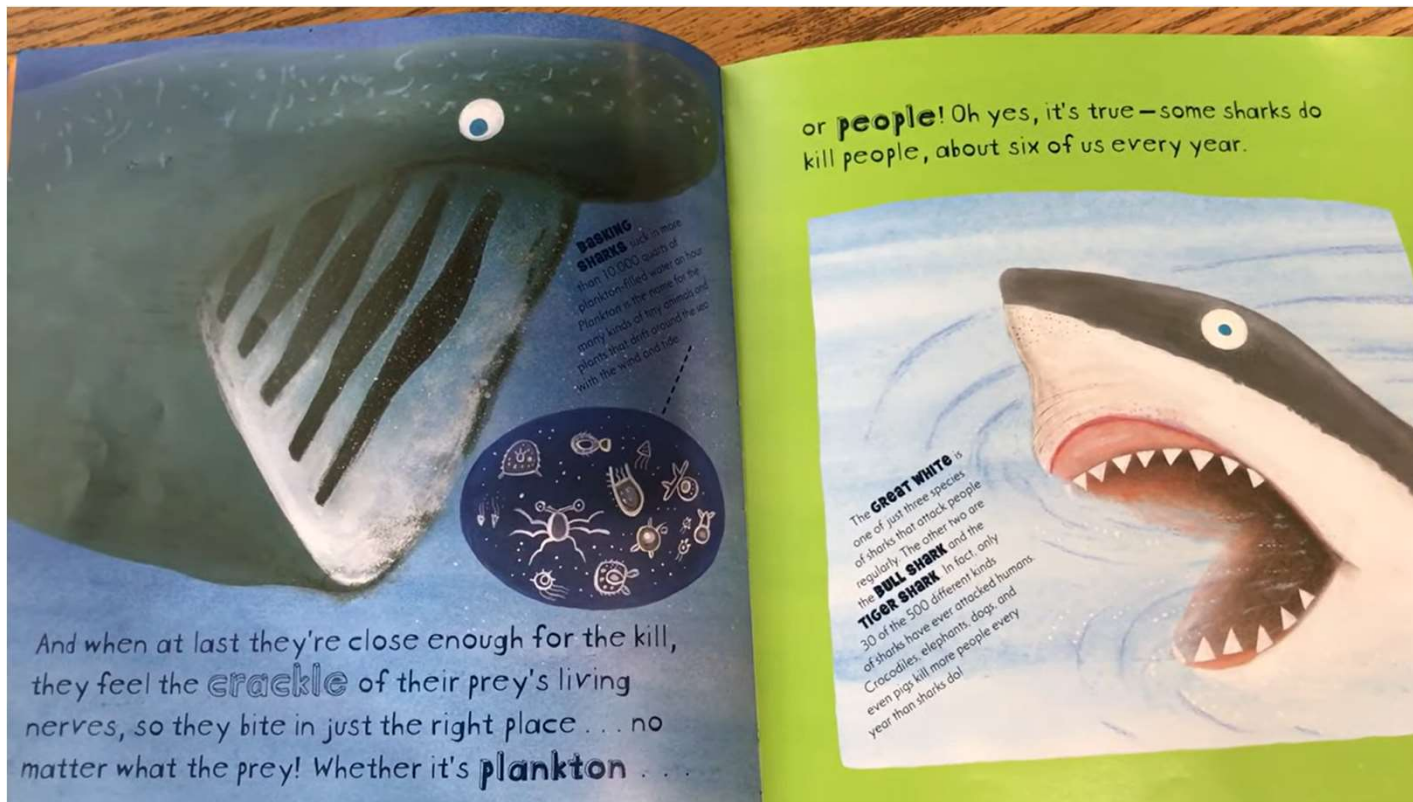
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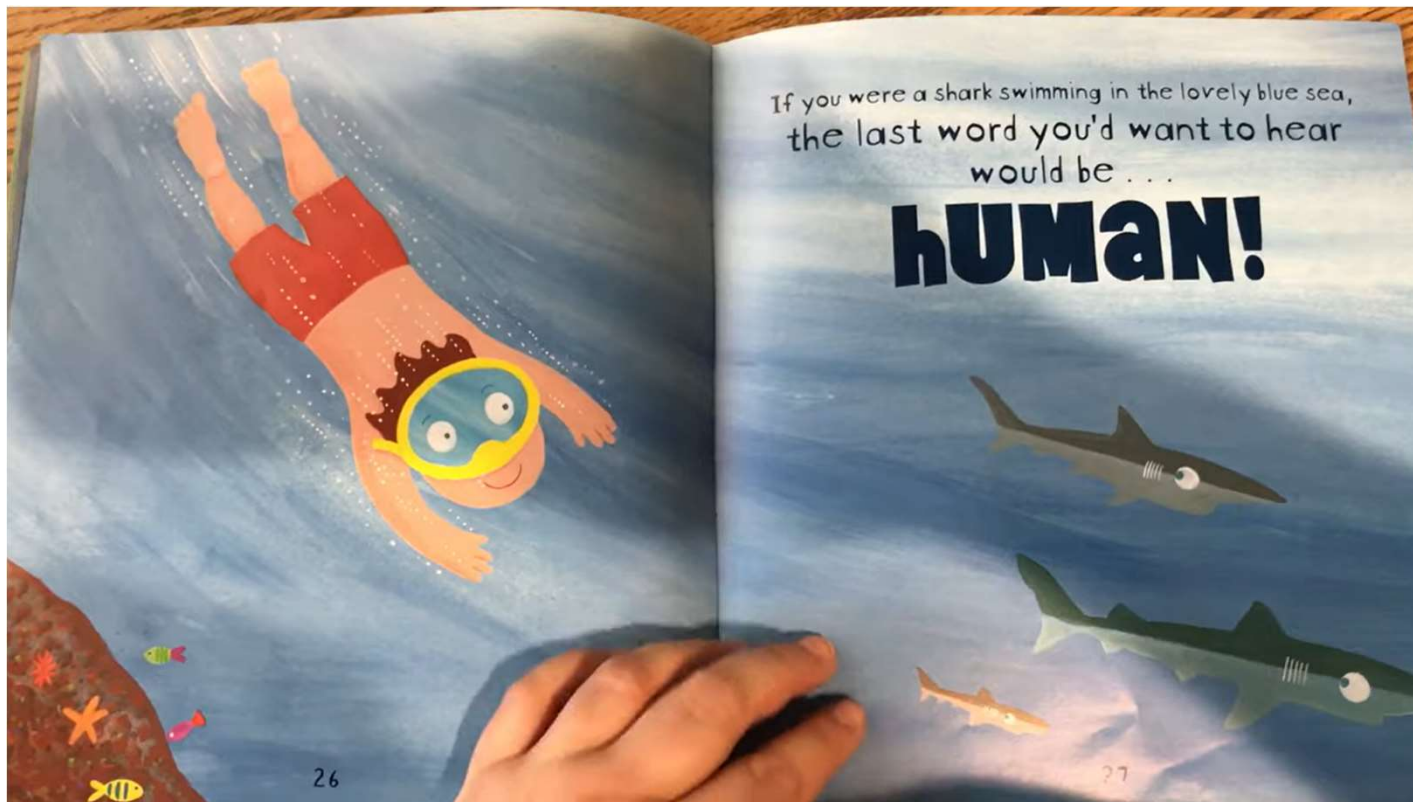
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Look up the pages to find out about all these shark things. Don't forget to look at both kinds of words - this kind and this kind.

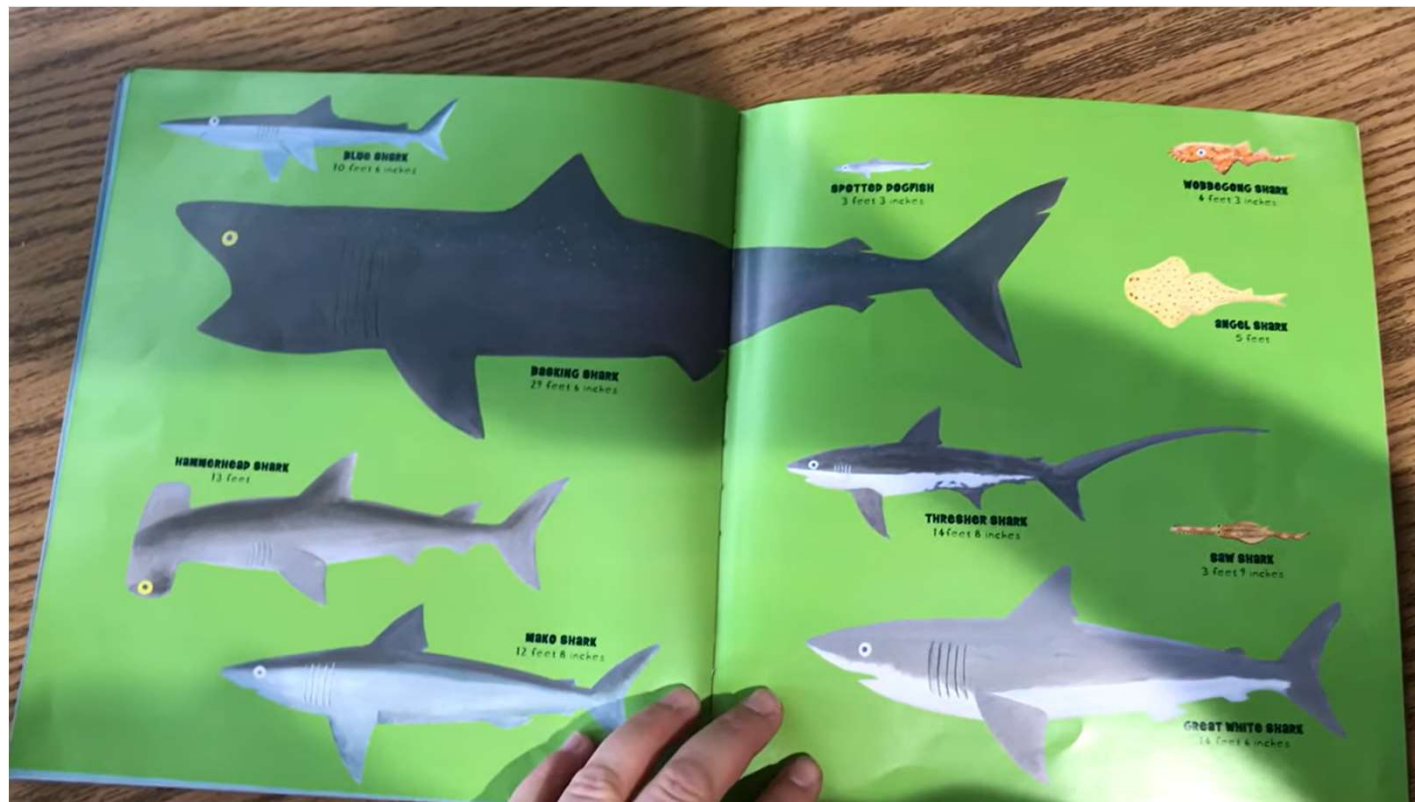
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People see sharks as monsters, but of the 500 different kinds of sharks in the world, only 30 have ever attacked humans, and most feed on shellfish and small fishes.



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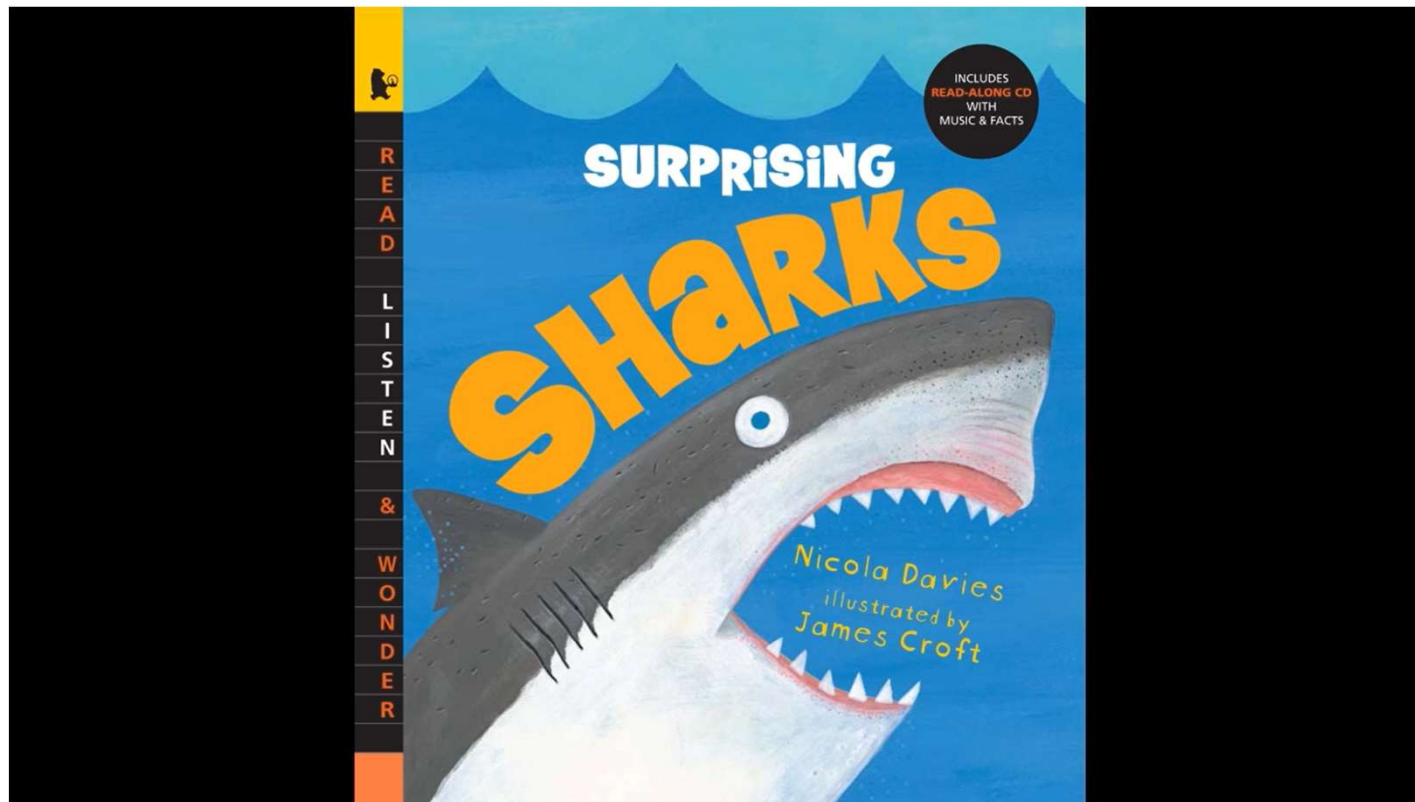
Tell a partner some things you have heard about sharks.



Week 1 Wednesday

- * Learning Outcome / Objective
- * I can write a question.
- * I can recognise a question mark.

Let us read our book again.





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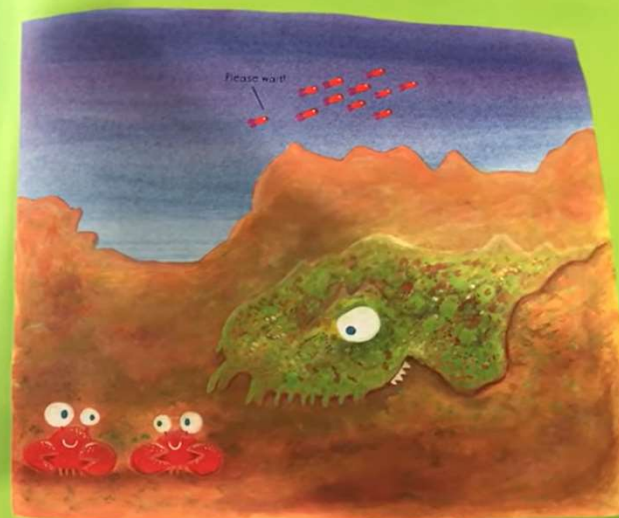
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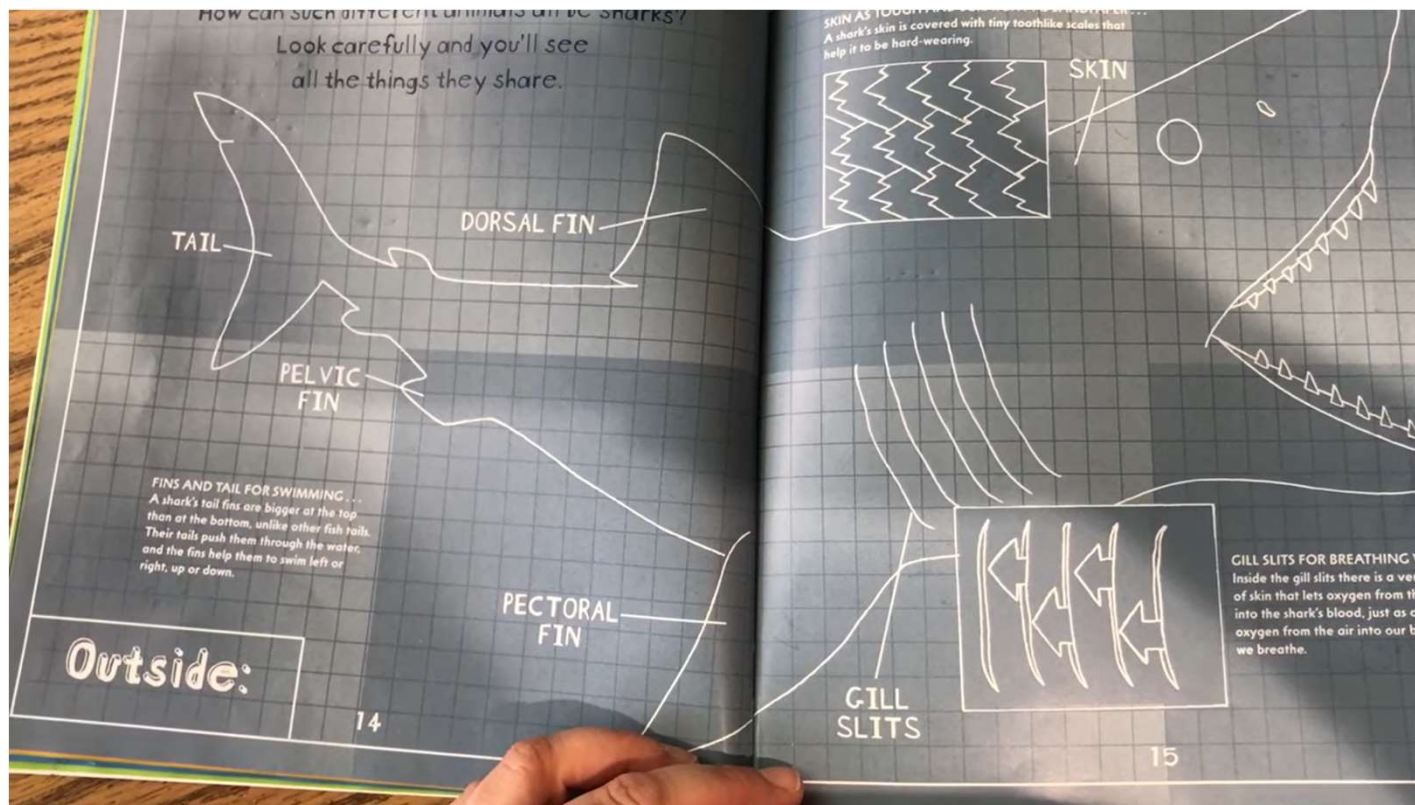
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Have you heard any more facts?

- * Let's add them to yesterday's ideas on our wall.



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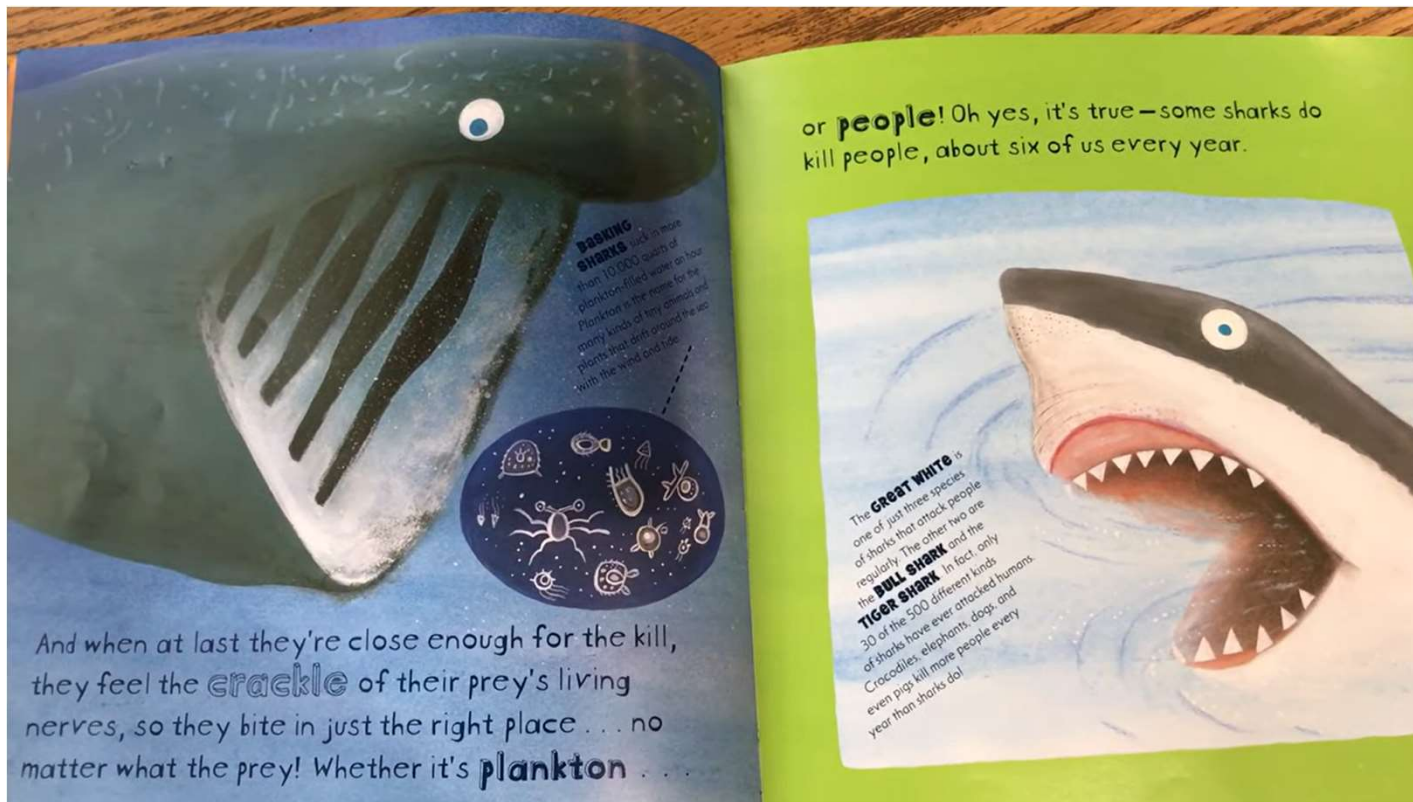
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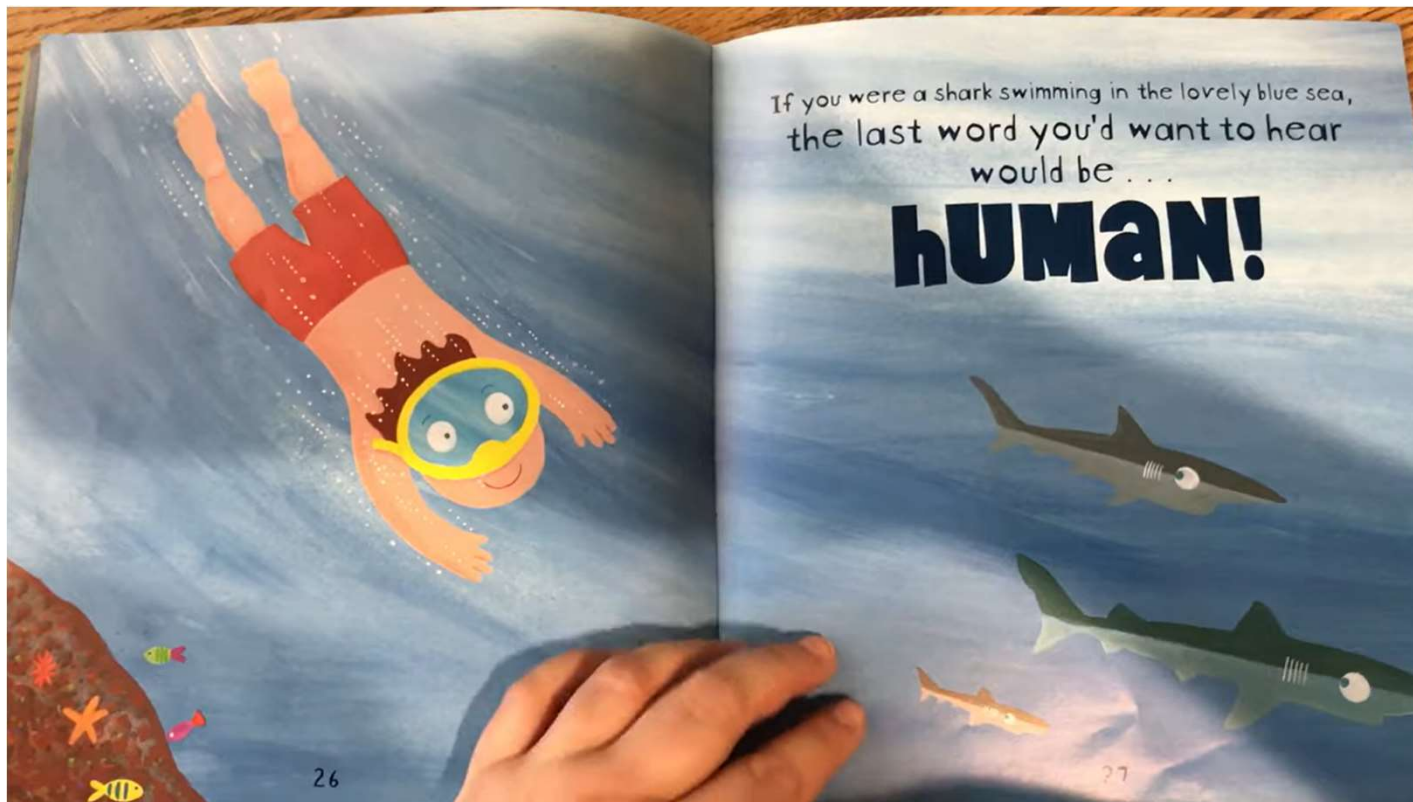
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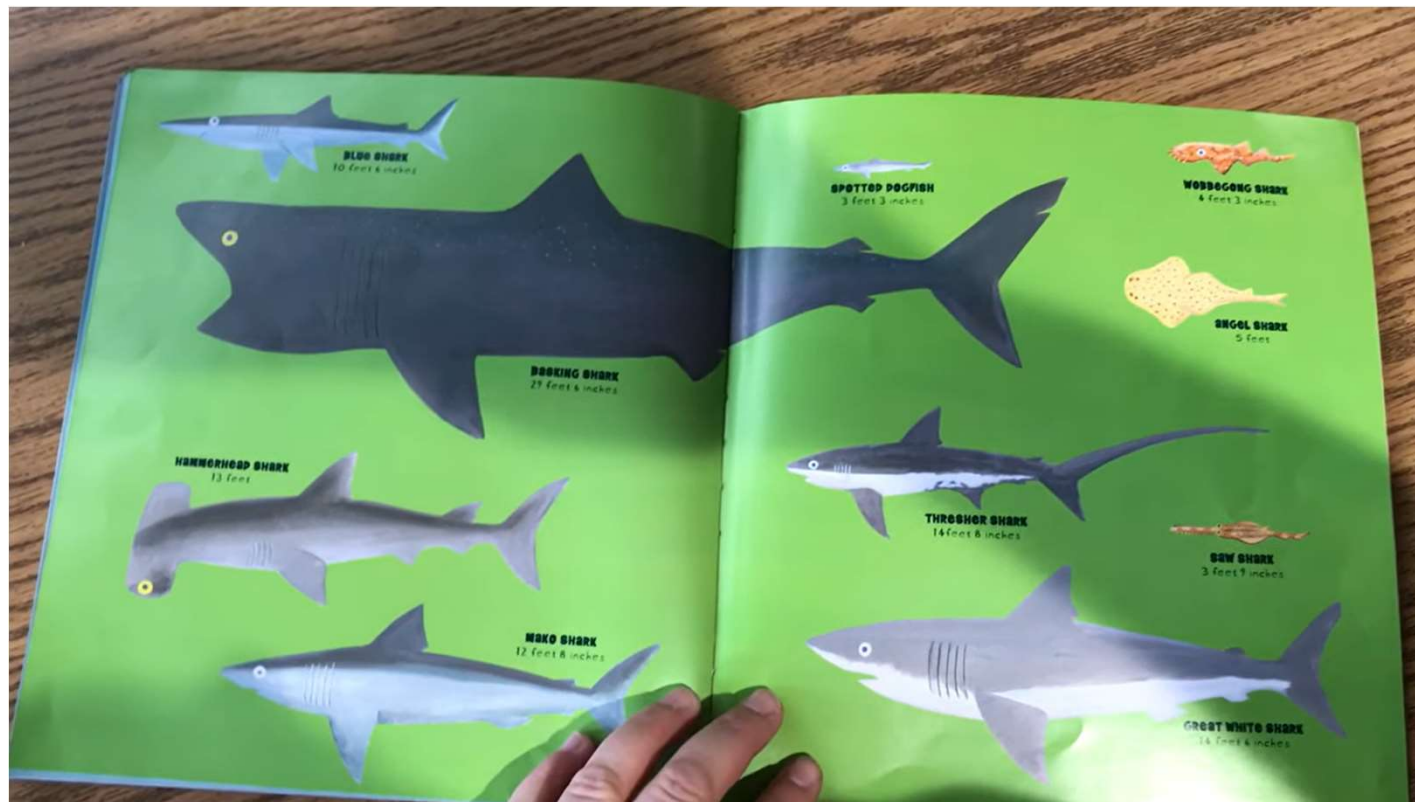
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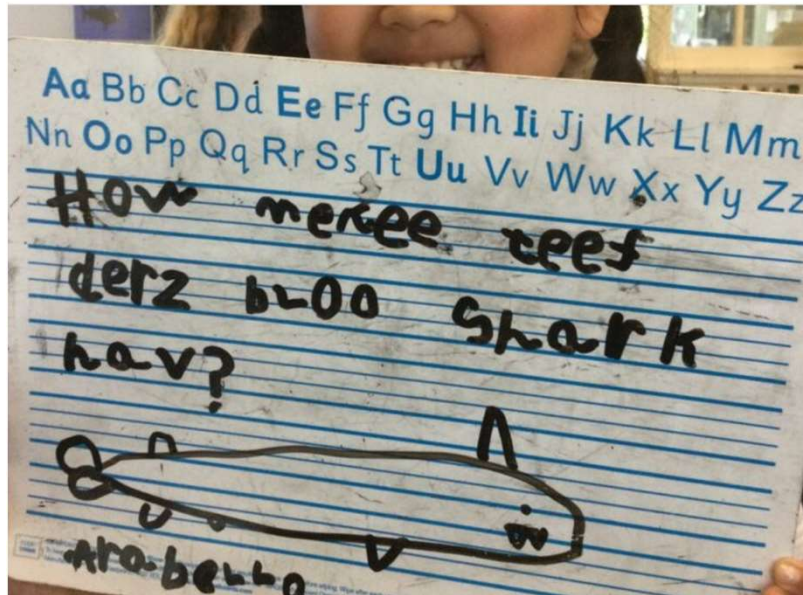
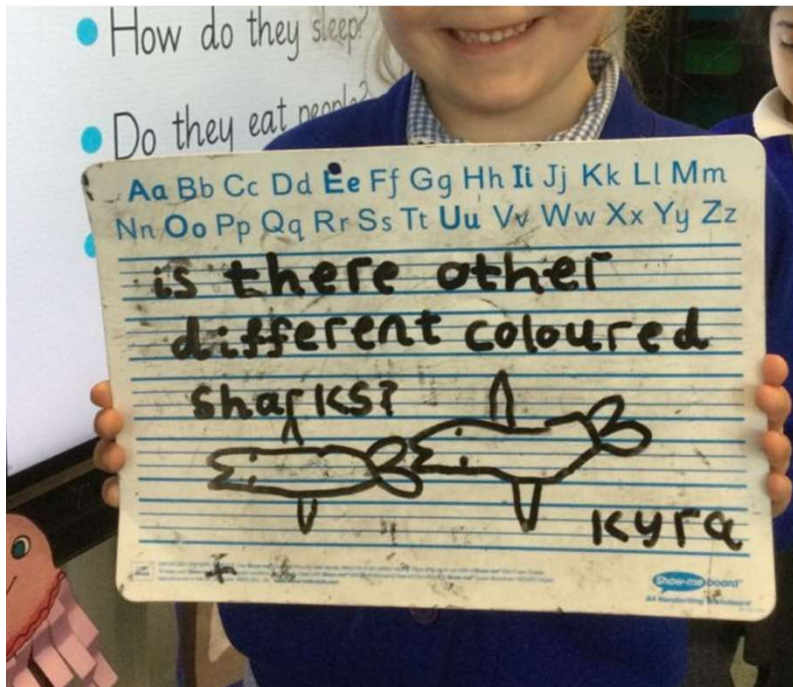
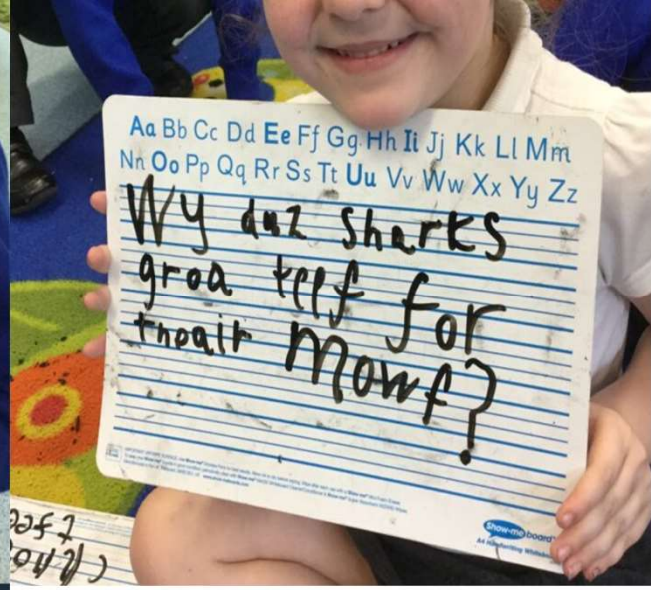
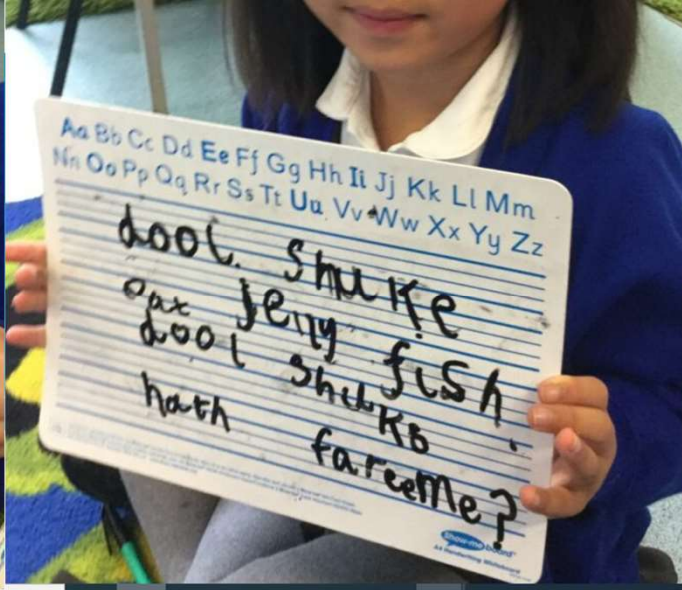
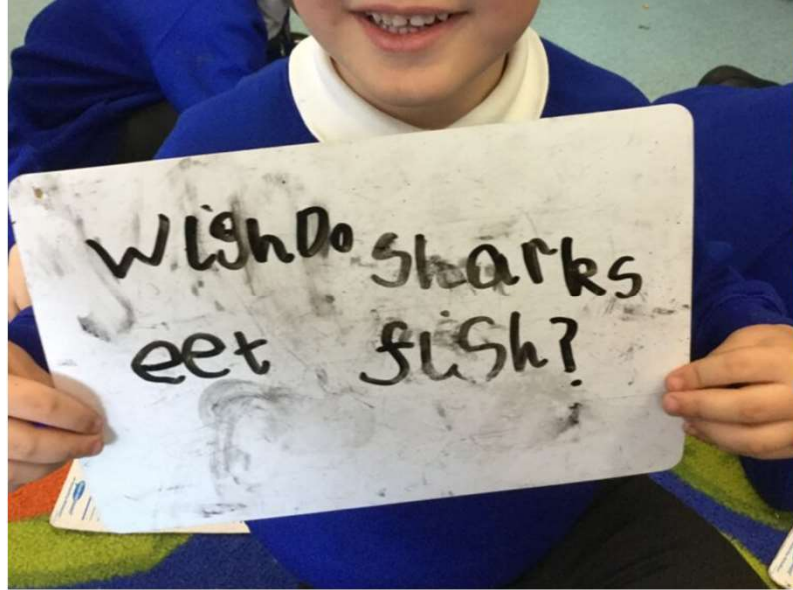
"Rarely do author and illustrator complement each other as perfectly as in this undersea jewel. . . . The package can't be beat." —*Kirkus Reviews*

"Everything works in this book—the informative yet humorous writing, the not-too-scary illustrations, and a superb layout." —*The Horn Book*



We now know lots about sharks.

- * On flip chart model writing a question about sharks and show a question mark.

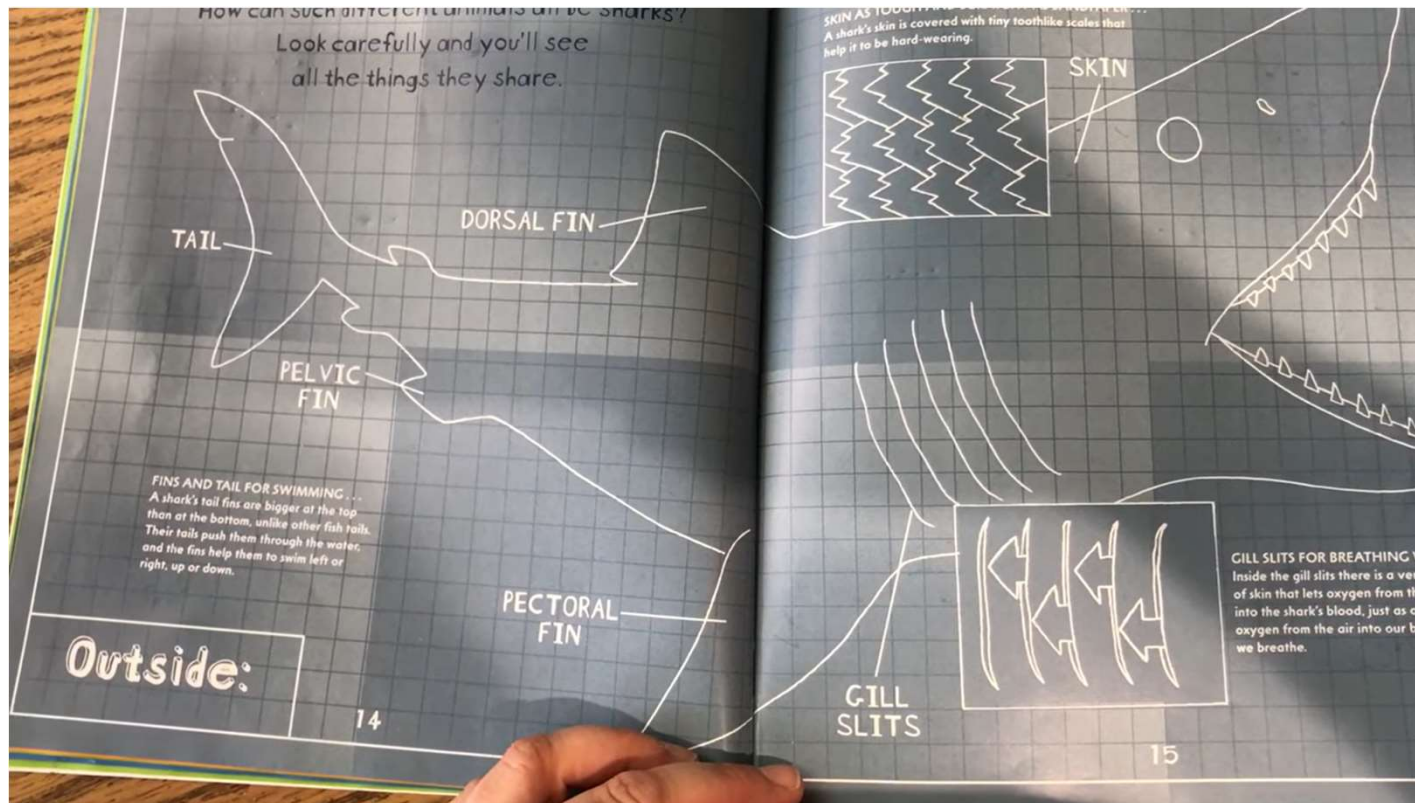


What questions would you ask about sharks?

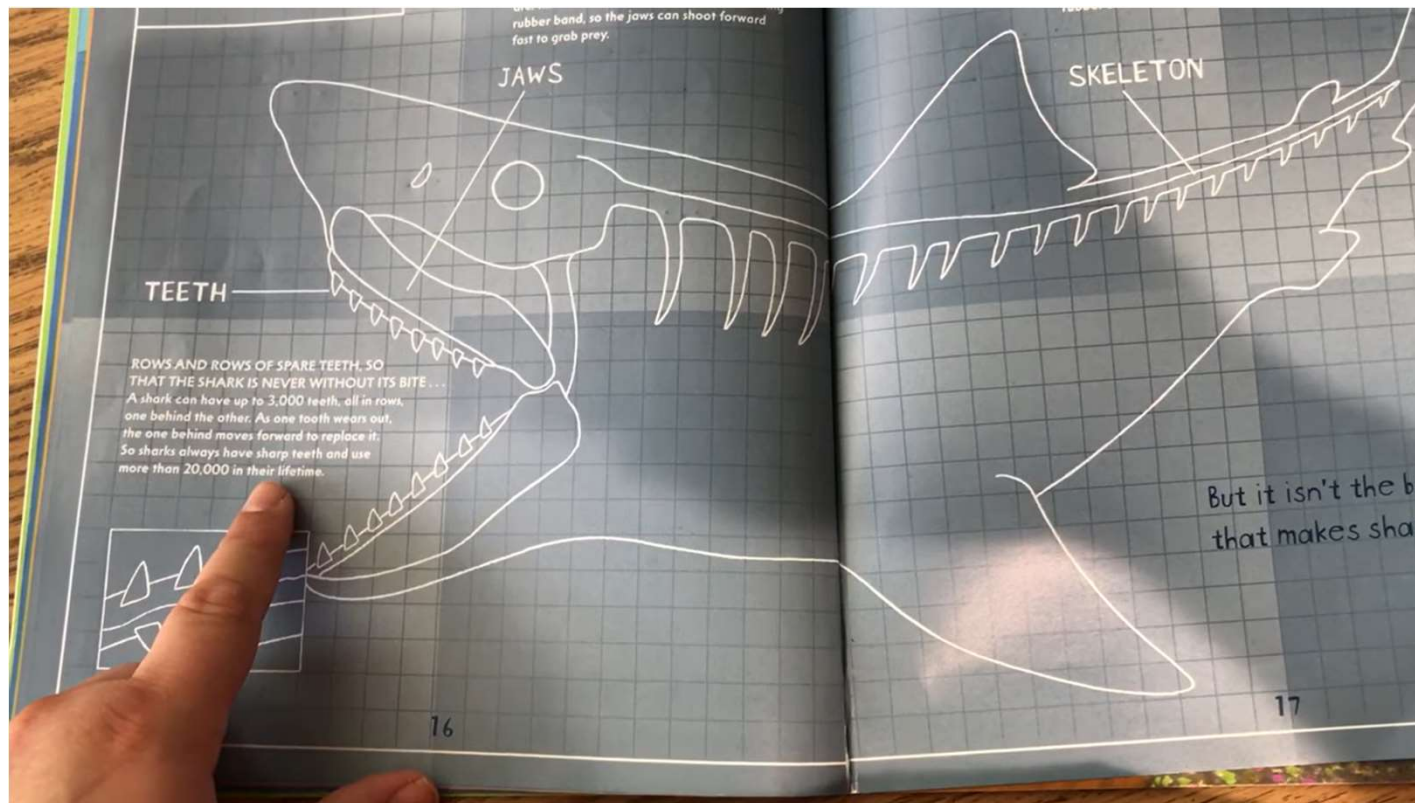
Week 1 Thursday

- * Learning Outcome / Objective
- * I can write labels.

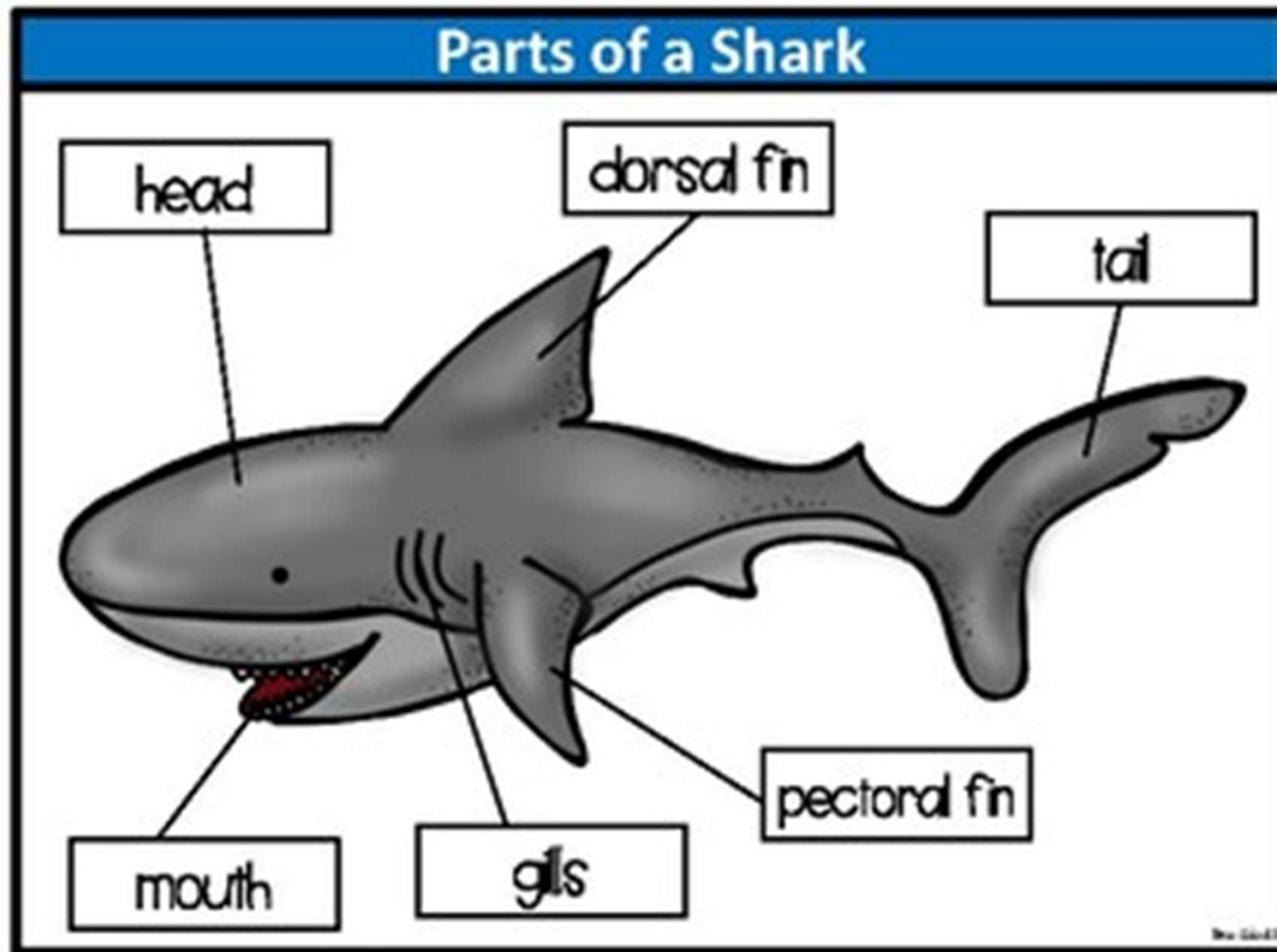
Read the full text



Read the full text



Labels

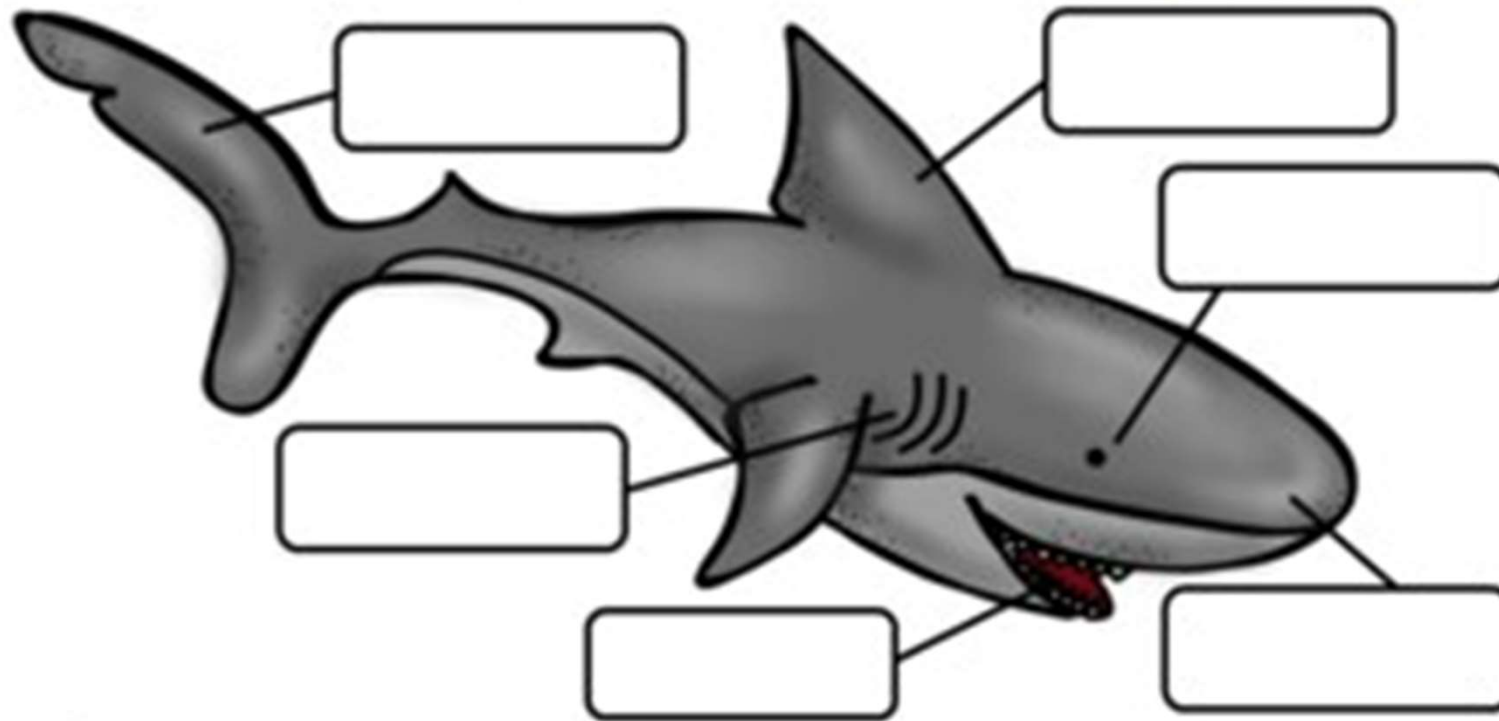


Your turn

Name: _____

What am I?
.....

ocean
Creatures



Words to use:

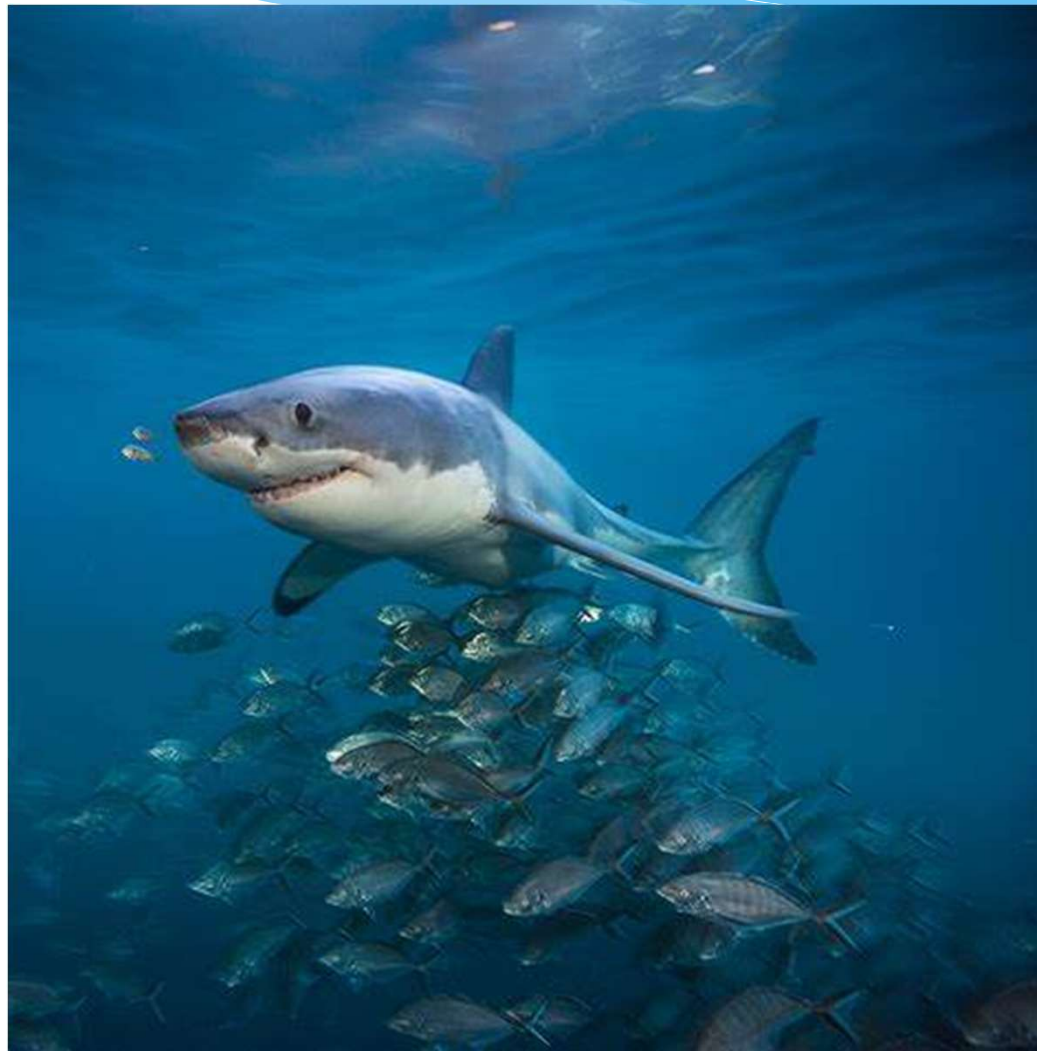
tail teeth snout fin gills eye

Week 1 Friday

- * Learning Outcome / Objective
- * I can write a caption.

For each picture, talk to a partner
about what you can see.

- * Think of a sentence to explain the picture.



A shark swimming with fishes.





A poor shark held on a beach.





A shark on a fish hook.





A shark swimming with scuba divers.





A shark's tooth.



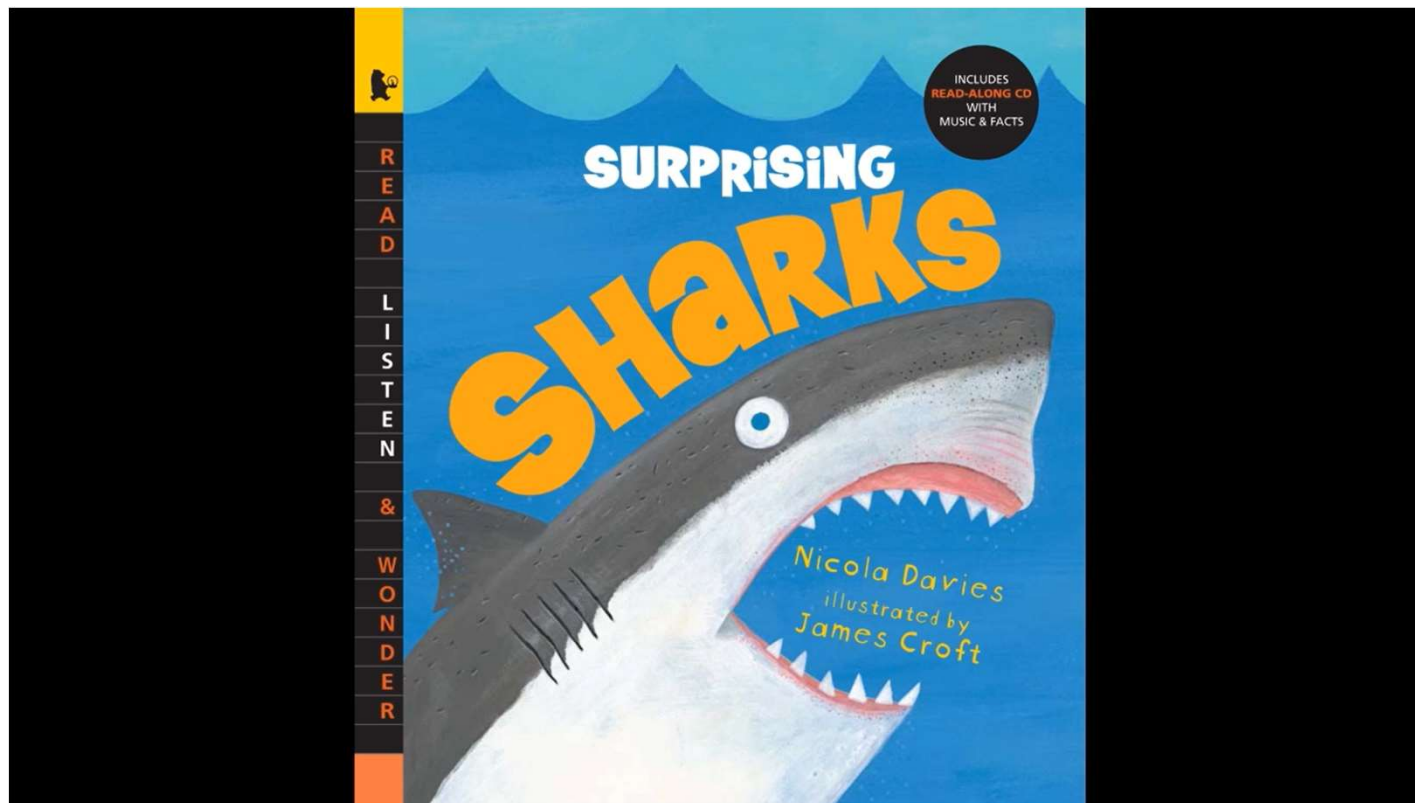
Your turn.
Pick a picture to write your own caption.



Week 2 Monday

- * Learning Outcome / Objective
- * I can find answer to questions.

Let us read our book again. This time we will read all the information. See if you can find some answers to your questions on the wall.





LEMON SHARK
10 feet 9 inches

SAND TIGER SHARK
9 feet 9 inches

DWARF LANTERN SHARK
6 inches

WHALE SHARK
39 feet 4 inches

BULL SHARK
10 feet 6 inches





Shark? Yes, it's a shark!

8

It's a **DWARF LANTERN SHARK**.
It's the smallest kind of shark in the world,
just bigger than a chocolate bar. Not a giant,
certainly no man-eater, and a killer only
if you happen to be a shrimp.

9

You see, **MOST** sharks are not at all what you might expect. After all, who would expect a shark to . . .



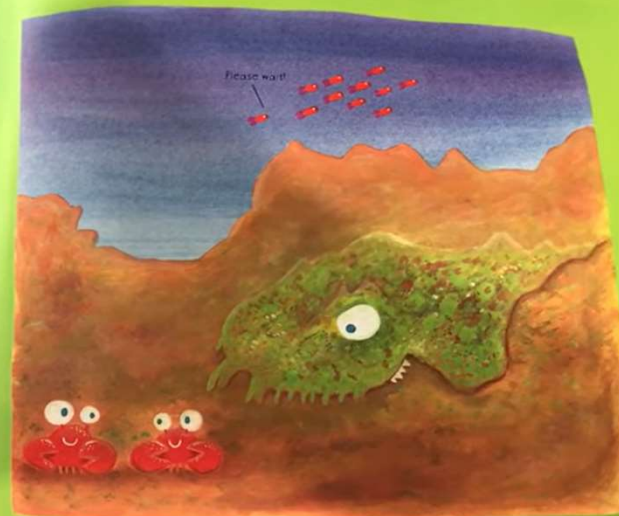
Like all **LANTERN SHARKS**, this **BLACKBOLLY LANTERN SHARK** has light-making organs on its tummy. They help it to blend in with the silvery surface of the sea and avoid ending up as dinner for bigger fish.

have built-in fairy lights . . .

or blow up like a party balloon . . .



SWELL SHARKS swallow water when they get scared. They blow up to three times their normal size so that they stick fast between rocks. Then no predator can pull them out.



This Australian shark is called a **WOBBERGONG**. Its patterned skin matches the rocks and coral on the sea floor, so it can sneak up on shellfish, crabs, and small fish without being seen.

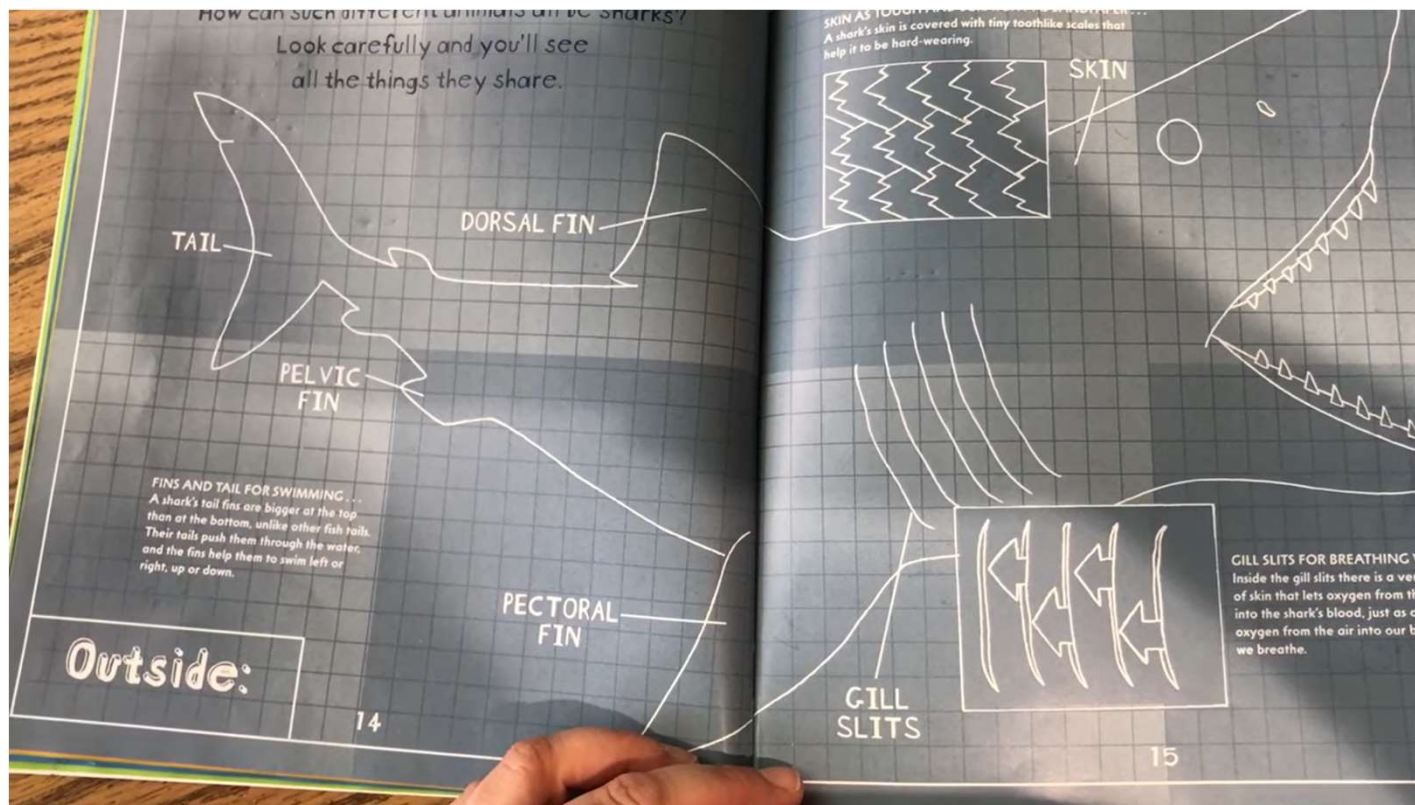
or lie on the sea floor like a scrap of old carpet . . .





Have you heard any answers yet?

- * Let's put the answers on postit notes on the wall where the questions are.



It's the **sharkish** way they behave!
Sharks are always hungry, and they're
always on the lookout for their next
meal. Some even start **killing**
before they're born.

SAND TIGER SHARKS
give birth to just two
live young — which is all
that's left after those two
have eaten the other six
babies in their mother's belly.



Some sharks lay eggs, and some give birth to live
young. But all baby sharks are just like their
parents, with **sharp teeth** and
the ability to hunt right from the start.



DOGFISH lay eggs called mermaid's
purses. They have strings that tangle in the
weeds to keep them safe in storms.



PORT JACKSON SHARKS
lay eggs like a corkscrew. They
stick fast in rock crevices.



Sharks' senses are fine-tuned, ready for the tiniest hint that might mean **food!**

Sharks have tiny holes to let sound into their inner ears. They can hear sounds that are too low for our ears to pick up.

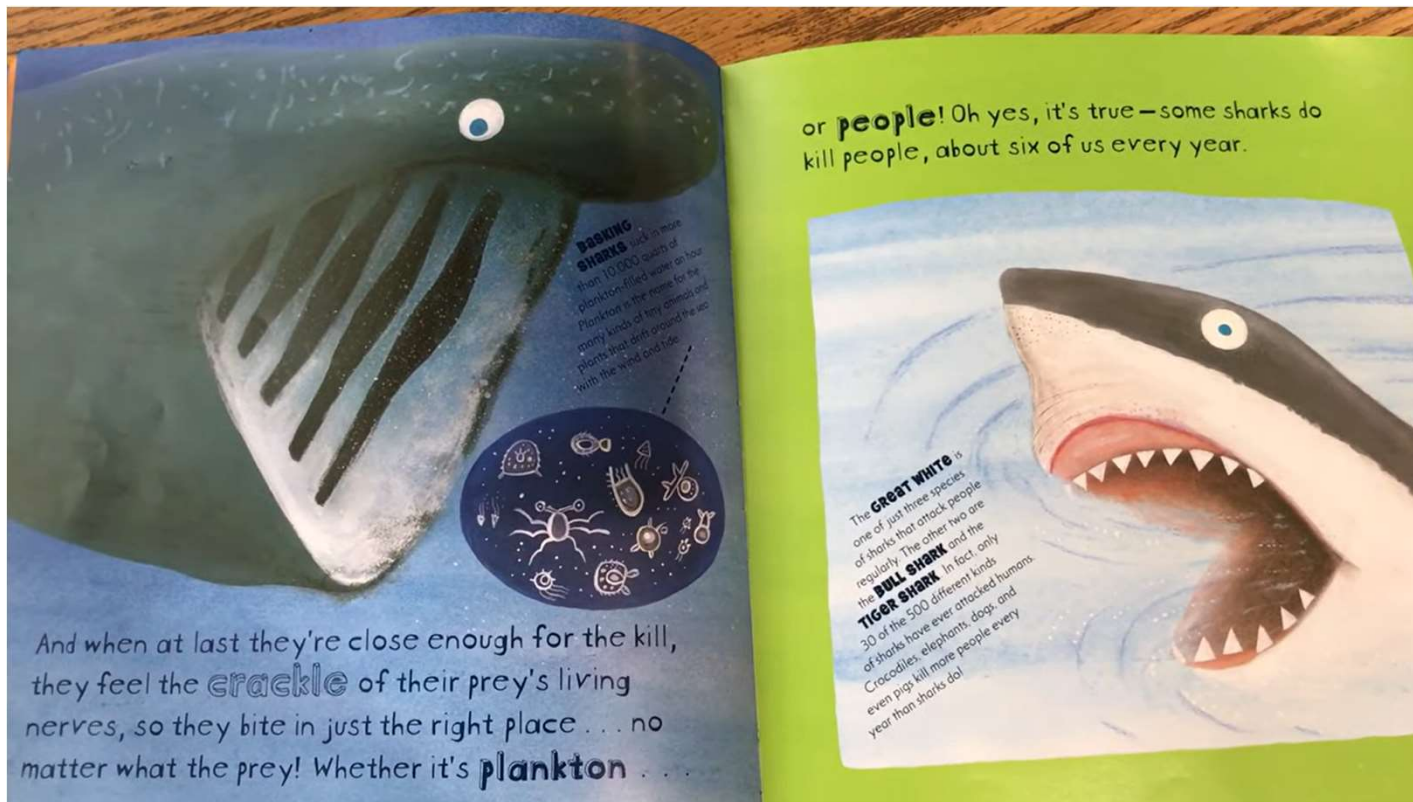
Sharks' eyes are on the sides of their heads, so they can see almost as well behind them as they can in front!

To a hungry shark, the faintest trail of clues is as clear as a restaurant sign.

A shark's nostrils are just under the tip of its snout. Water flows into them as the shark moves forward, bringing any scents with it.

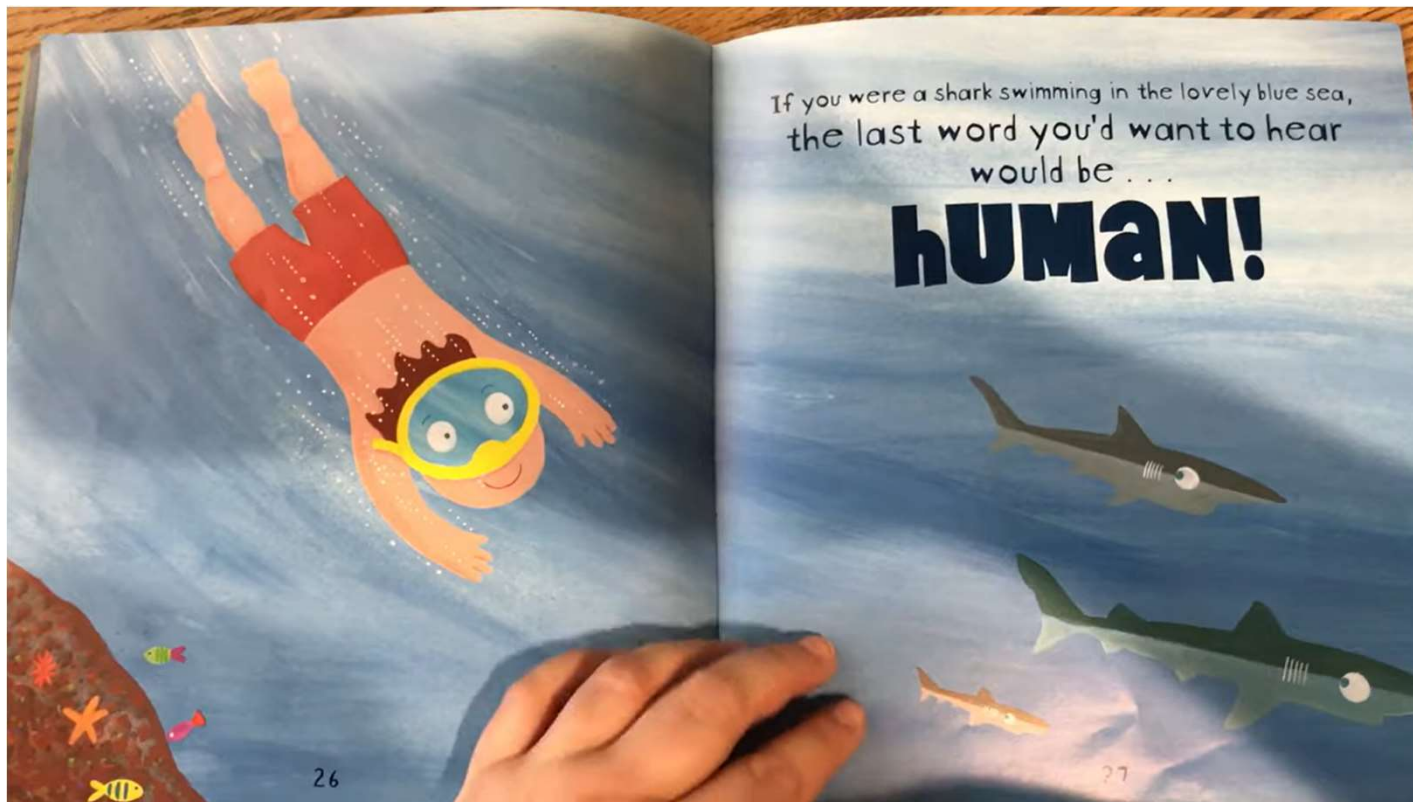
Gel-filled pits in a shark's nose can detect food. Every animal has nerves, which are like cables carrying electrical messages around the body. The shark's gel pits can sense this electricity.

The whole of a shark's skin is sensitive in the same way that your fingertips are. You can tell hot from cold, rough from smooth, moving from still. A shark can also get all sorts of information from the movement and temperature of the water all around its body.



But every year **people** kill
100 million
sharks.





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bull shark	23	skin	15, 20
cookie-cutter shark	13	swell shark	10
dogfish	19	tail	14
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dwarf lantern shark	9	tiger shark	23
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nurse shark	13		
pectoral fin	14		
pelvic fin	14		
plankton	22		



Look up the pages to find out about all these shark things. Don't forget to look at both kinds of words - this kind and this kind.

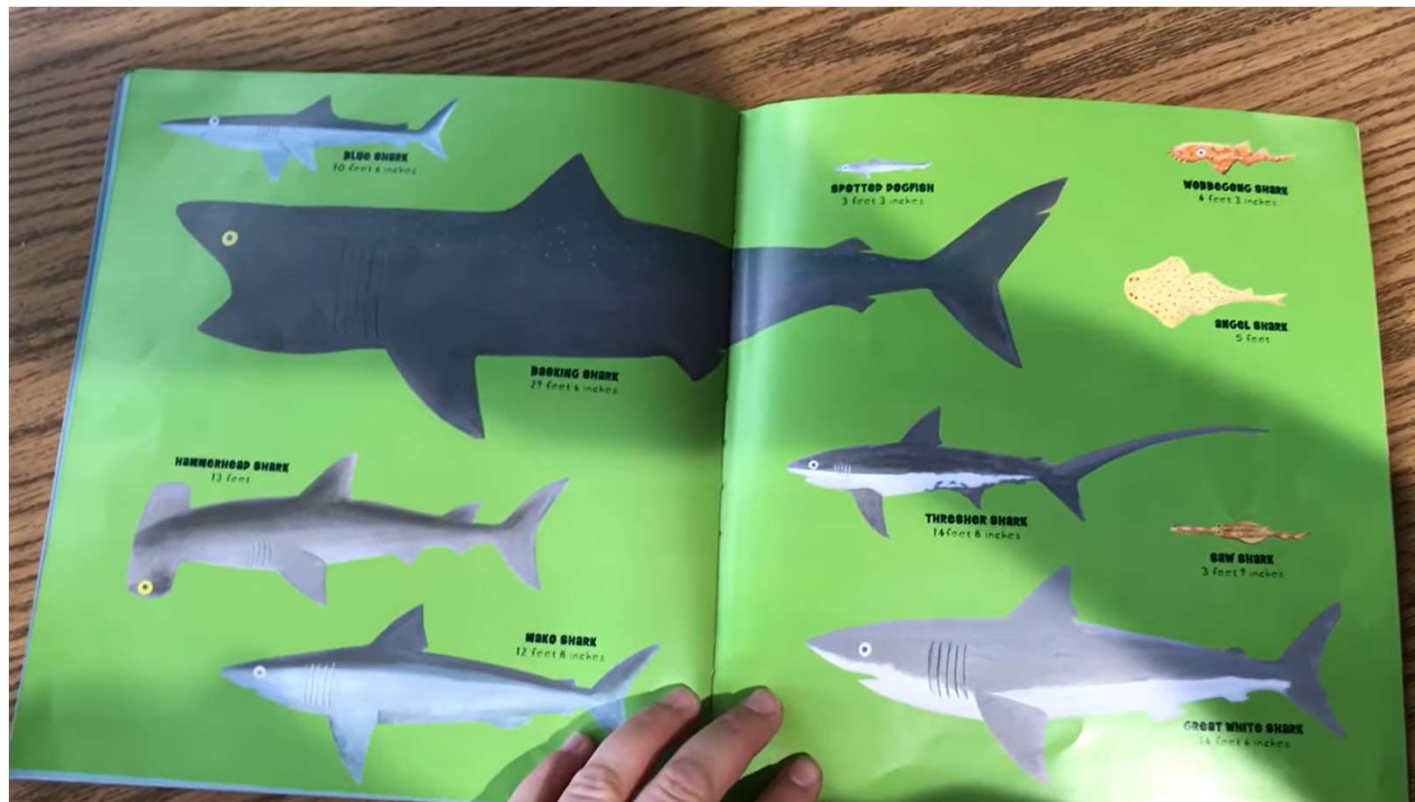
About Sharks

Sharks have been on Earth for 300 million years and can be found today in every ocean and sea in the world.

People see sharks as monsters, but of the 500 different kinds of sharks in the world, only 30 have ever attacked humans, and most feed on shellfish and small fishes.



Sharks are predators: they kill only to eat and are as important in the sea as wolves, lions, tigers, and bears are on land.



Read and Wonder books tell you stories, take you on adventures, and show you how big and WONDER - full the natural world is.

Open one up and be amazed!

SURPRISING SHARKS

Nicola Davies illustrated by James Croft

"SHAAAAARRKK!" is probably the last word anyone wants to hear while swimming in the warm blue sea. But most sharks aren't at all what people expect. In fact, those who think all sharks are giant, man-eating killers are in for a big surprise.

■ ■ ■

A Boston Globe-Horn Book Honor Winner

An American Library Association Notable Children's Book

An International Reading Association Children's Choice

A Children's Literature Choice List Title

An Oppenheim Toy Portfolio Gold Award Winner

"Rarely do author and illustrator complement each other as perfectly as in this undersea jewel. . . . The package can't be beat." —*Kirkus Reviews*

"Everything works in this book—the informative yet humorous writing, the not-too-scary illustrations, and a superb layout." —*The Horn Book*



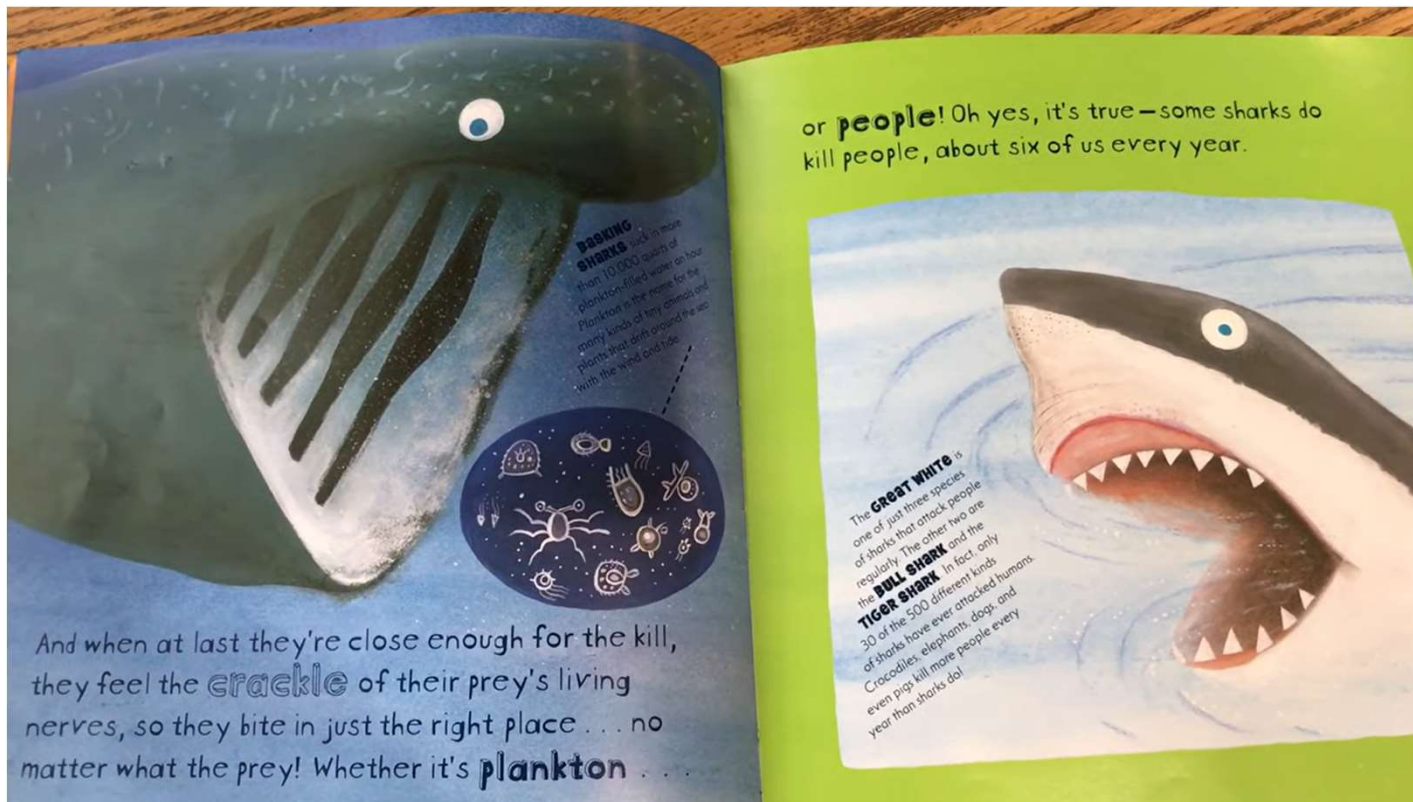
Did we answer all our questions?

- * Where could we look to find all the answers?
- * Let's have a look on the internet and in some more books to find out the answers we want.

Week 2 Tuesday

- * Learning Outcome / Objective
- * I can match labels to pictures.

Why do people kill sharks?



But every year **people** kill
100 million
sharks.







Match the pictures on your tables to the labels.

- * [Labels and pictures PDF](#)

- * Read the next few slides to find out about people who are helping.

You can make a difference!

- Join the Shark Trust: be the first to keep up to date with all our campaigns, events and activities.
- Adopt a shark: support shark research and give a great present at the same time.
- Donate: give a little, save a lot.
- Join our online community: read the news, contribute to campaigns, become an 'e'activist or become our friend on Facebook.
- Arm yourself with knowledge: learn more about sharks and the threats they face.
- Raise Awareness: make a poster, fundraise or write an article.
- Get involved! Whatever your expertise or passion visit the website, or contact the office to see how you can get involved with the Trust.

www.sharktrust.org

Supported by:



THE SHARK TRUST

- Works to advance the worldwide conservation of sharks through science, education, influence and action.
- Works proactively, campaigning at UK and EU levels to improve shark management, develop sustainable fisheries and halt shark finning practices.
- Promotes awareness of the diversity of the UK's sharks, skates and rays through innovative education and outreach activities.
- Actively engages the public, creating opportunities for effective involvement in shark conservation.

Over 50% of the UK's shark species are considered to be under threat. The work of the Shark Trust is now more important than ever.

THE SHARK TRUST

4 Creykes Court, 5 Craigie Drive,
The Millfields, Plymouth PL1 3JB

Tel: (+44) (0) 1752 672008/672020

Fax: (+44) (0) 1752 672008

enquiries@sharktrust.org

www.sharktrust.org

Registered charity No.: 1064185

Registered Company No. 3396164

British Sharks

www.sharktrust.org



**Includes Free
Shark Poster**



BRITISH SHARKS

There are over 30 species of shark found in British waters—this poster displays some of the most recognisable species.

For more information on British Sharks and their International cousins take a look at the About Sharks section of the Shark Trust website.

*BAP Species:

Basking Shark
Tope
Shortfin Mako
Porbeagle
Blue
Spiny Dogfish
Angel Shark

Illustration: Mark Davis/SeaTrust

Conservation Status

Pinpoint the conservation status of different sharks by colour the colour code below next to

Extinct.
 Extinct in the wild.
 Near threatened.
 Least concern.

If you see a shark, make sure to tell the British



- 1 **Thresher Shark**
Alopius vulpinus
610 cm. Resident.
- 2 **Basking Shark***
Cetorhinus maximus
> 1000 cm. Resident.
- 3 **Smallspotted Catshark**
Scyliorhinus canicula
80 cm. Resident.
- 4 **Nursehound**
Scyliorhinus stellaris
162 cm. Resident.
- 5 **Smooth Hammerhead**
Sphyrna zygaena
400 cm. Vagrant.
- 6 **Blue Shark***
Prionace glauca
282 cm. Seasonal.
- 7 **Starry Smoothhound**
Mustelus asterias
150 cm. Resident.
- 8 **Smoothhound**
Mustelus mustelus
160 cm. Resident.
- 9 **Shortfin Mako***
Isurus paucus
290 cm. Vagrant.
- 10 **Tope***
Galeorhinus galeus
175 cm. Resident.
- 11 **Porbeagle Shark***
Lamna nasus
200 cm. Resident.
- 12 **Spiny Dogfish***
Squalus acanthias
90 cm. ♀ 120 cm. Resident.
- 13 **Sharpnose Sevengill Shark**
Hemiprion chlamydoscelus
100 cm. ♀ 140 cm. Vagrant.
- 14 **Greenland Shark**
Somniosus microcephalus
640 cm. Resident.
- 15 **Angel Shark***
Squatina squatina
180 cm. Resident.
- 16 **Frilled Shark**
Chlamydoselache anguiformis
200 cm. ♀ 150 cm. Vagrant.
- 17 **Bluntnose Sixgill Shark**
Alopias superus
482 cm. Resident.
- 18 **Bramble Shark**
Echinorhinus brucus
275 cm. Vagrant.

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can write captions.
- * I can say or write a fact about dolphins.



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*Providing Sanctuary and a Forever Home since 1984.
A not-for-profit 501(c)3 marine mammal education and research facility for more than 35 years.*

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How many teeth do bottlenose dolphins have?

Bottlenose dolphins have 72-104 teeth. They only get one set of teeth for life! Dolphins do not use their teeth to chew, instead they use their teeth to catch their food and then they swallow it whole.



Do dolphins drink water?

Dolphins do not drink water like humans. Instead dolphins get all the fresh water from the fish they eat!



Can dolphins see above the water?

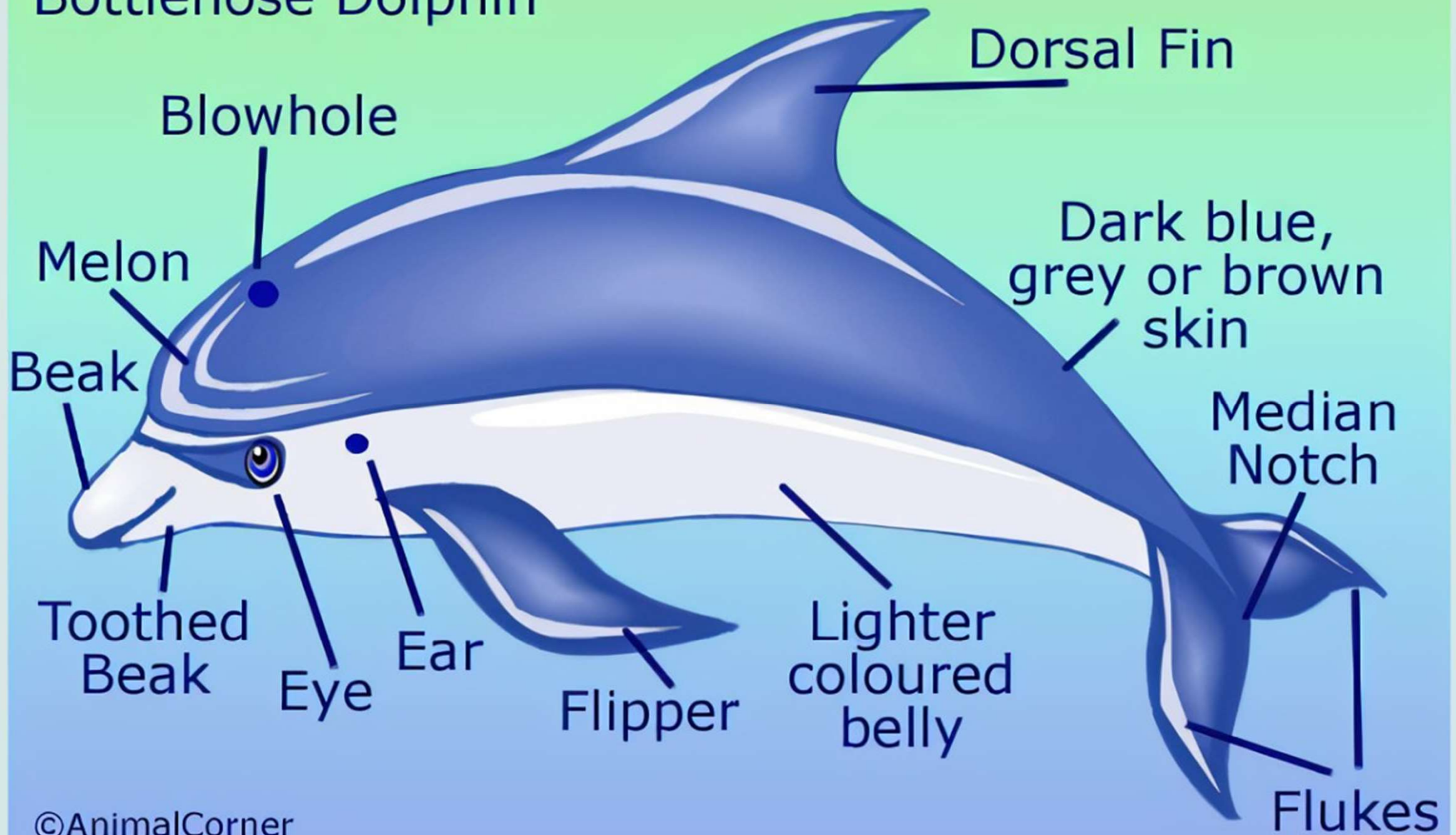
Absolutely! Dolphin eyes are specially designed to see above and below the water. To see underwater they produce an oily substance to protect their eyes.



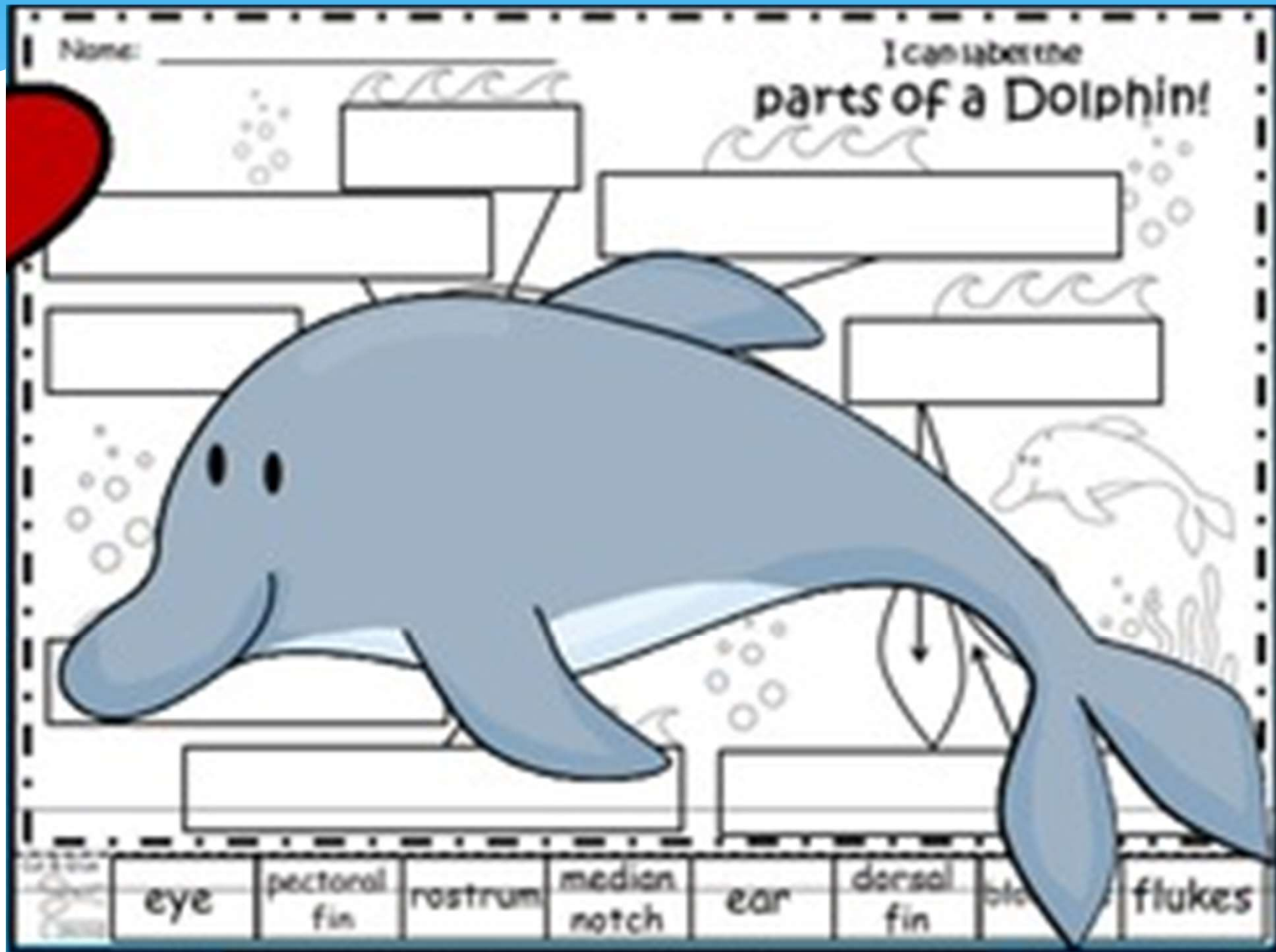
Can dolphins see colors?

Yes and no. Studies show that dolphins can see in shades of grey, as well as the blue-green spectrum.

Bottlenose Dolphin



A dolphin.



Facts...

A dolphin...

Tell your partner something you have learned about a dolphin.

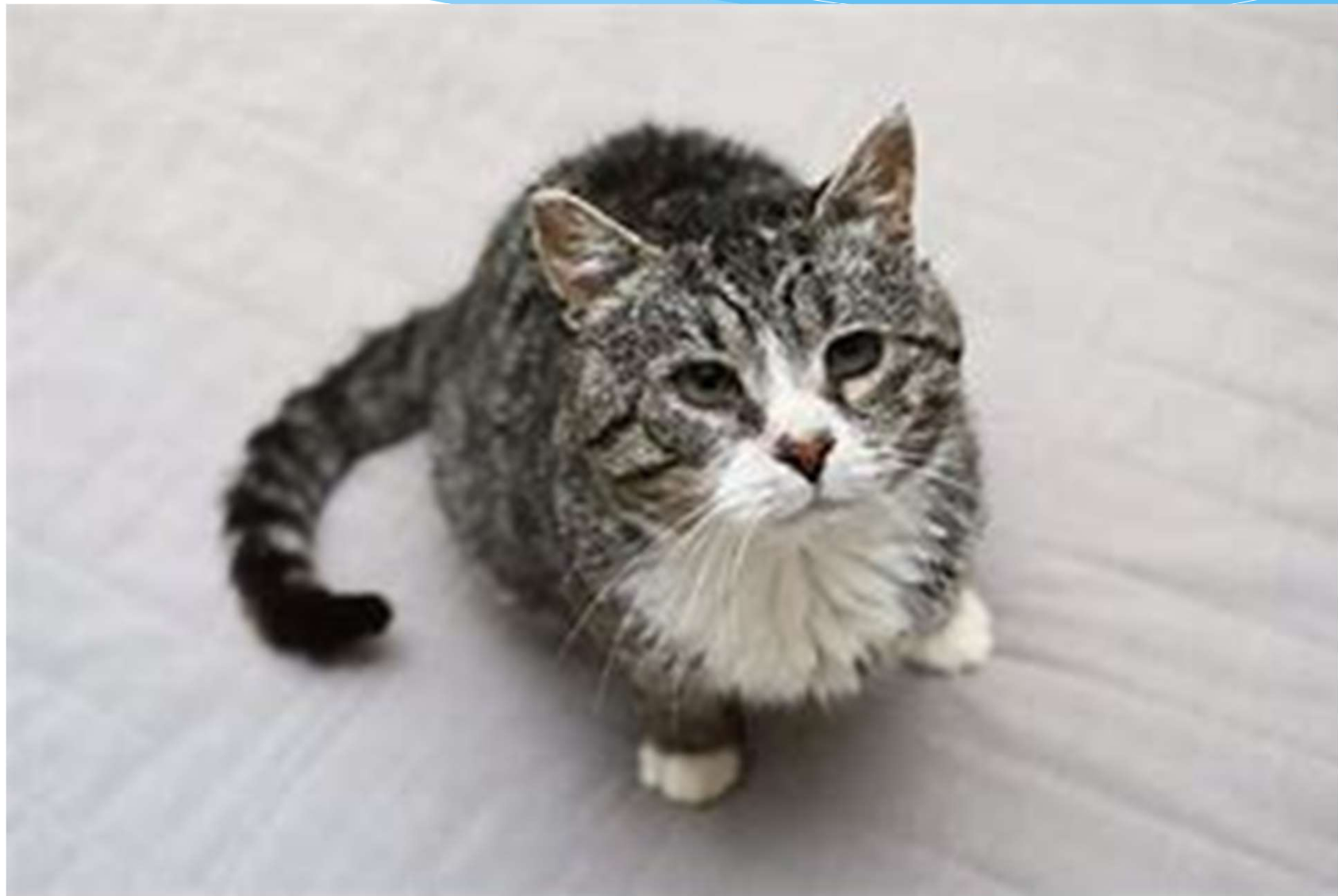
Week 2 Thursday and Friday

- * Learning Outcome / Objective
- * I can draw a picture with labels.
- * I can write a fact.

What do you know about this picture?



What do you know about this picture?



What do you know about this picture?



What do you know about this picture?



What do you know about this picture?



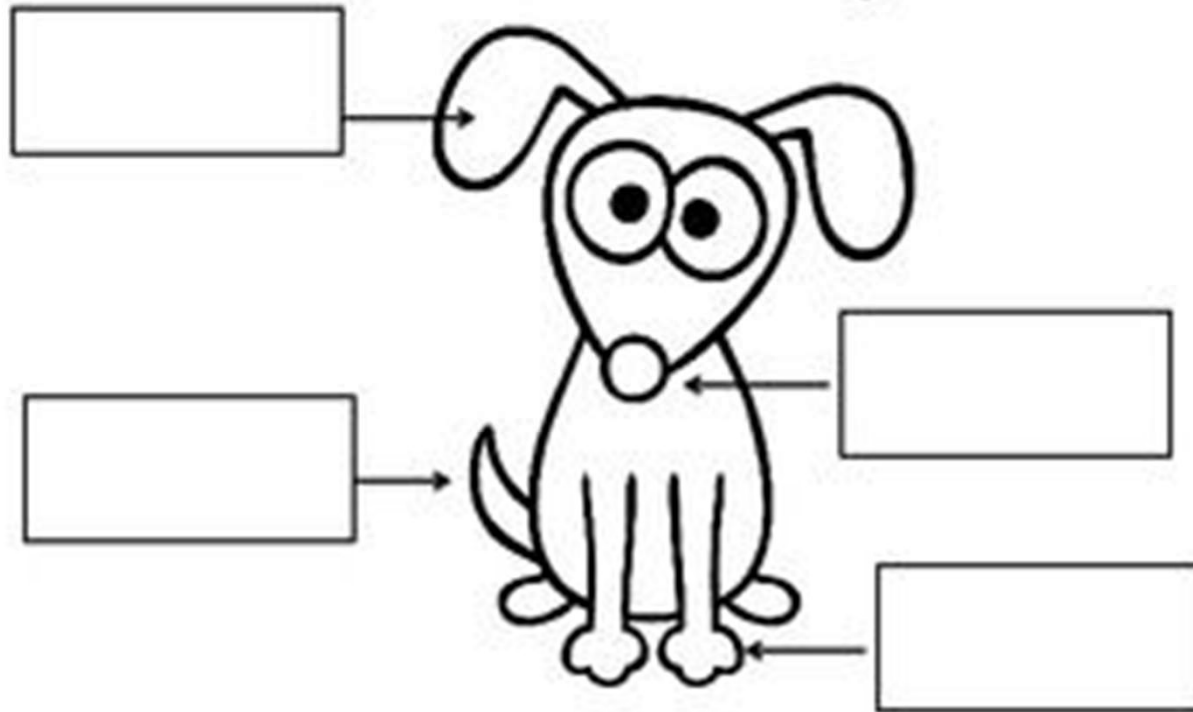
What do you know about this picture?



Pick one of the picture or think of your own animal.

- * Draw your animal and label the main parts of their body.
- * Think about eyes, nose, teeth, fur, tail, ears....
- * Write something you know about the animal.

Label the Dog



ear

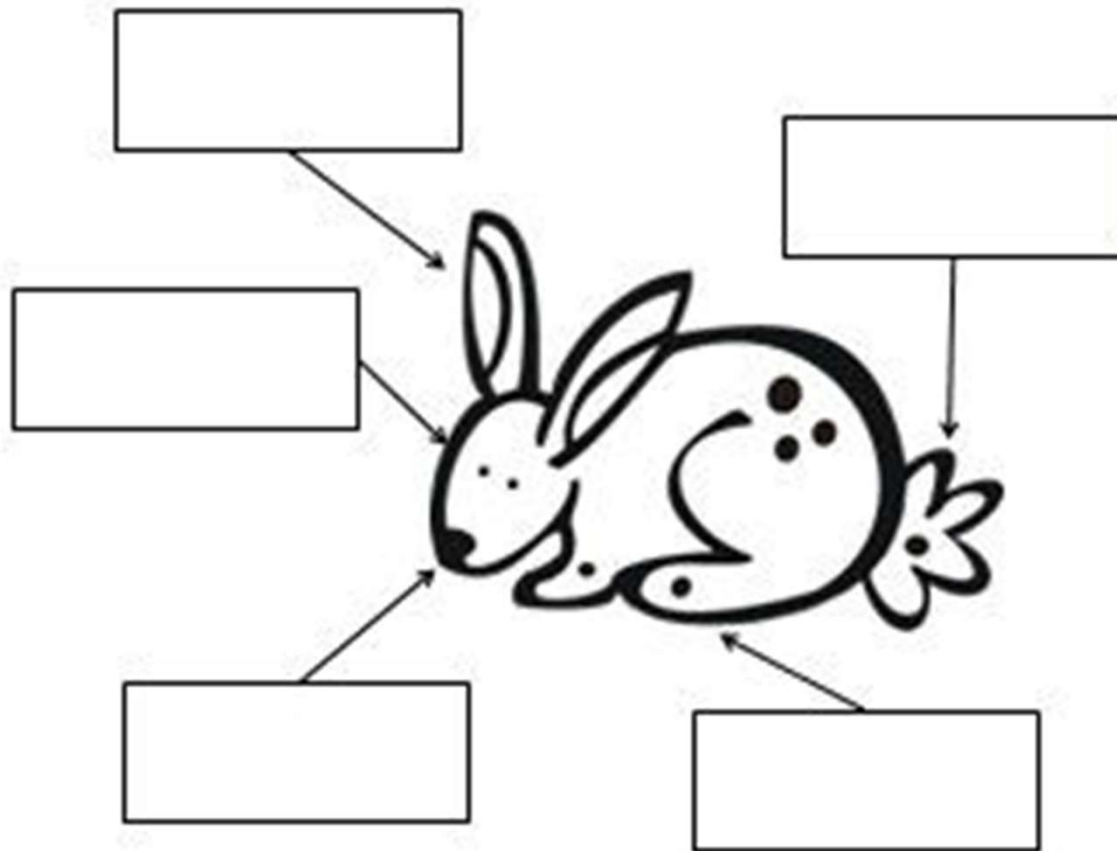
nose

foot

tail

Name _____

Parts of a Bunny



feet

ear

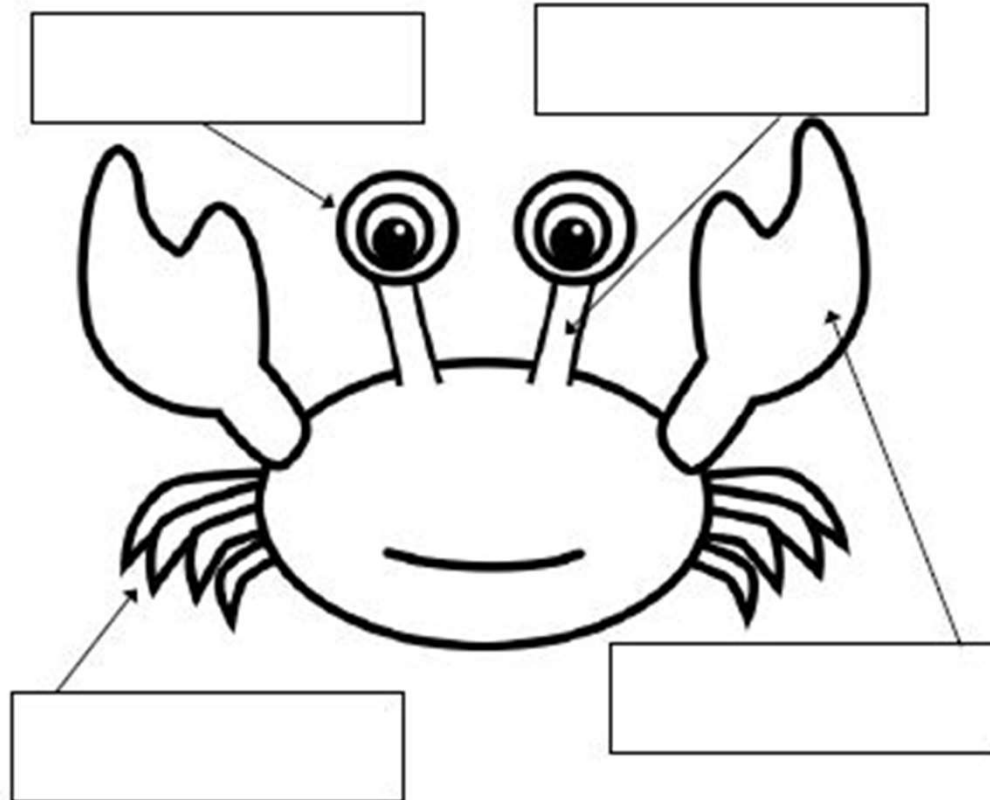
tail

nose

eye

Name _____

Crab Diagram



legs

claws

eyestalks

eyes

Let's put all of the pages together to create our own class book.



Week 3 Monday

- * Learning Outcome / Objective
- * I can speak with confidence and fluency.
- * I can use expression to show understanding.

Are sharks scary?

Some people think sharks are scary. Other people think that sharks are not scary.

Scary

Sharks are big and have sharp teeth. They have eaten people before. Ships have been destroyed by shark attacks.

Not scary

Sharks eat fish and not people. There have been very few people eaten by them. Ships are used to hunt sharks to sell parts of their body.

What do you think, are sharks scary?

Which picture would you put next to the scary paragraph? Explain why.



Week 3 Tuesday

- * Learning Outcome / Objective
- * I can give reasons for my opinions.

Are sharks scary?

Some people think sharks are scary. Other people think that sharks are not scary.

Scary

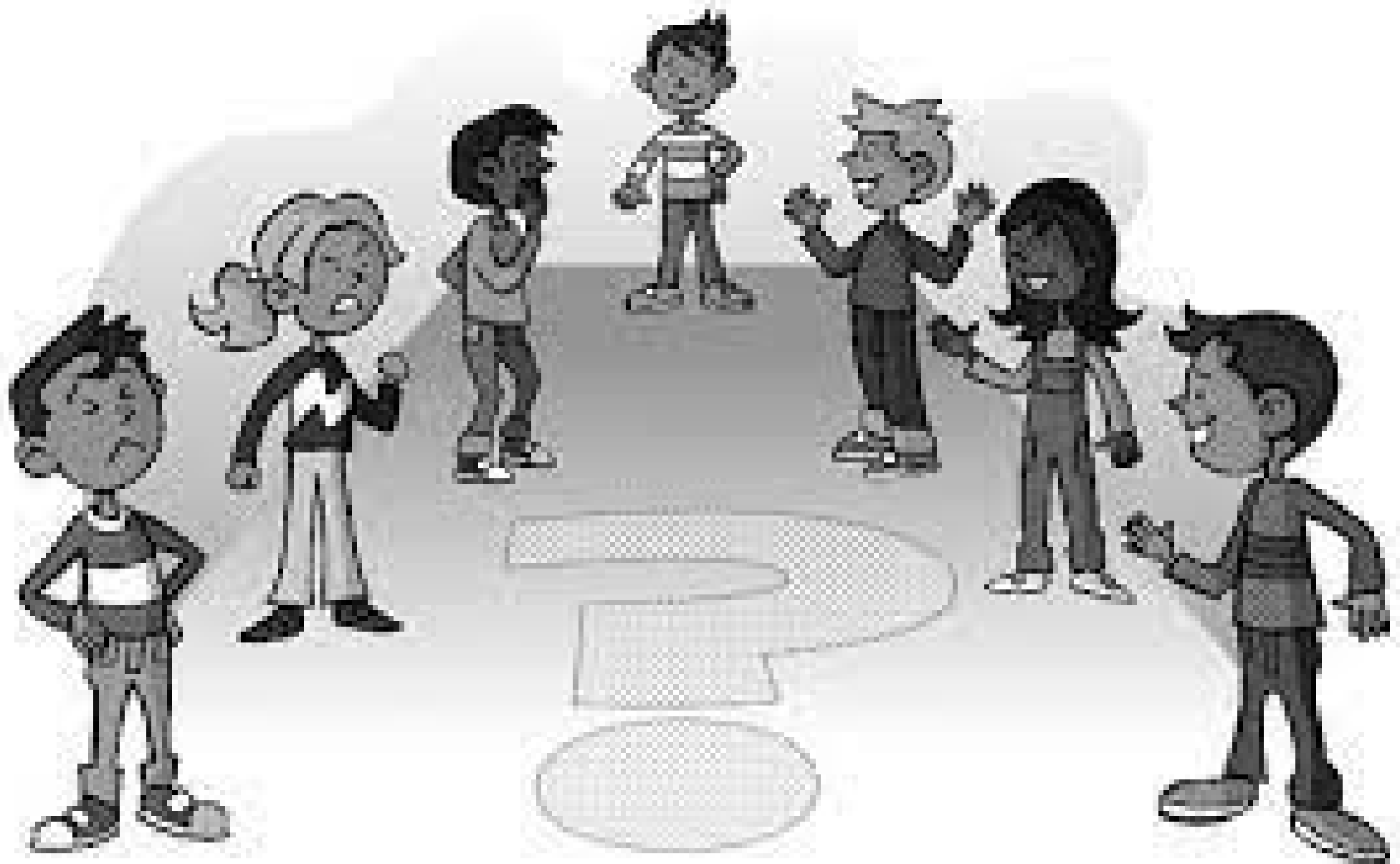
Sharks are big and have sharp teeth. They have eaten people before. Ships have been destroyed by shark attacks.

Not scary

Sharks eat fish and not people. There have been very few people eaten by them. Ships are used to hunt sharks to sell parts of their body.

What do you think, are sharks scary?

Conscience Alley – Sharks are...



Week 3 Wednesday

- * Learning Outcome / Objective
- * I can discuss and describe pictures.

Are sharks scary?

Some people think sharks are scary. Other people think that sharks are not scary.

Scary

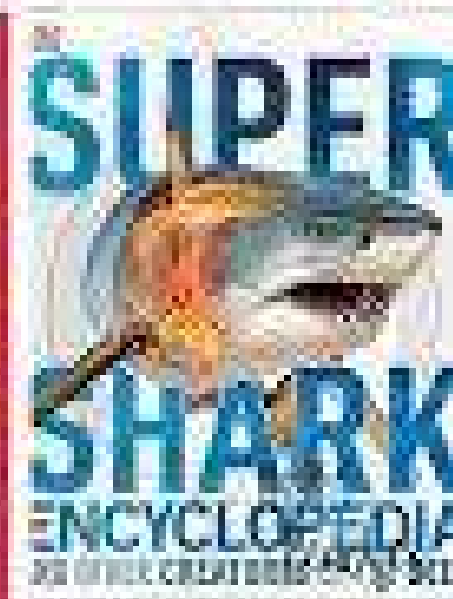
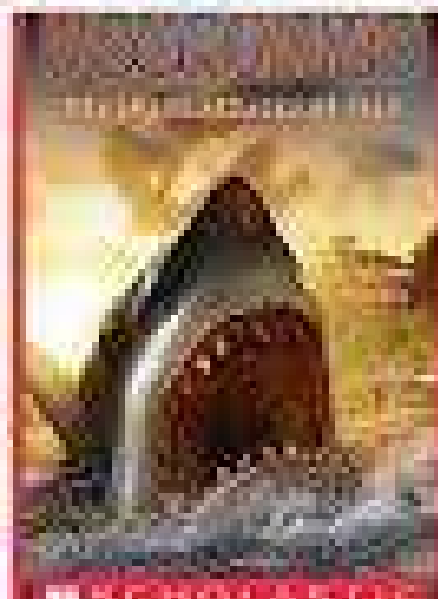
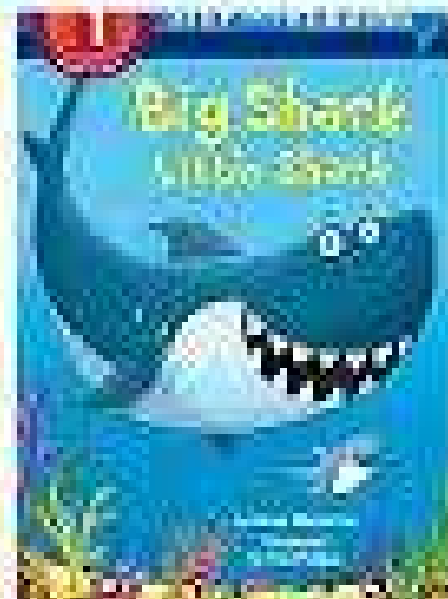
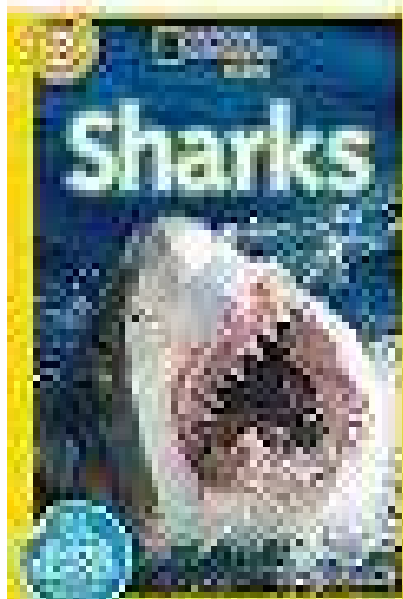
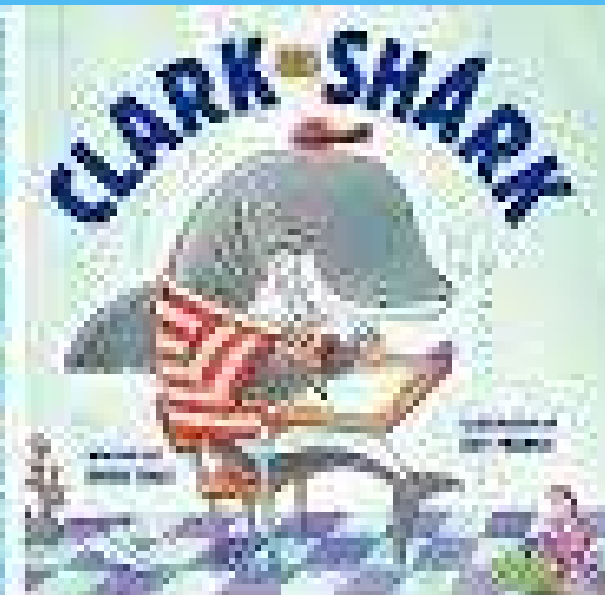
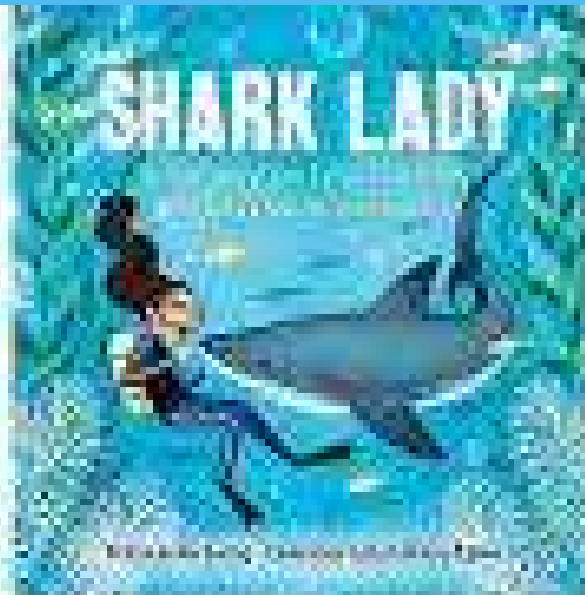
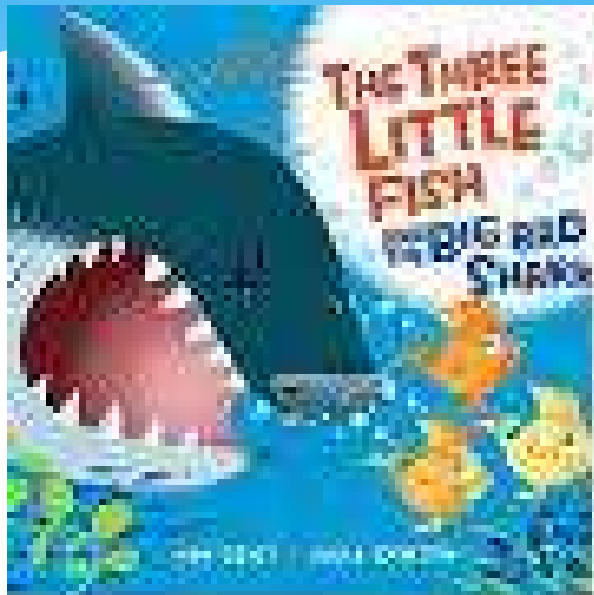
Sharks are big and have sharp teeth. They have eaten people before. Ships have been destroyed by shark attacks.

Not scary

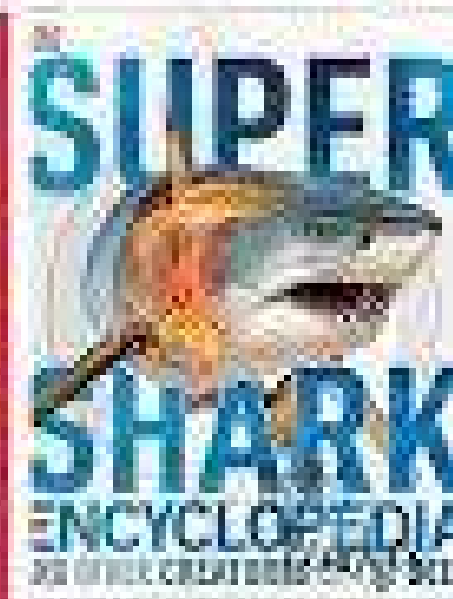
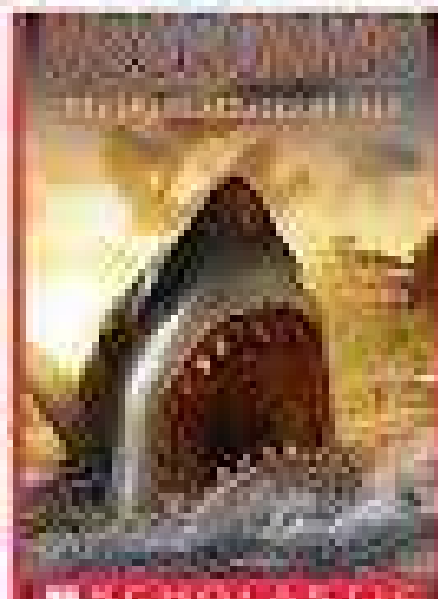
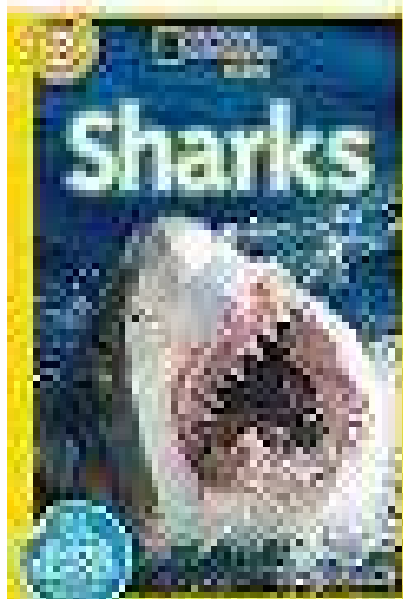
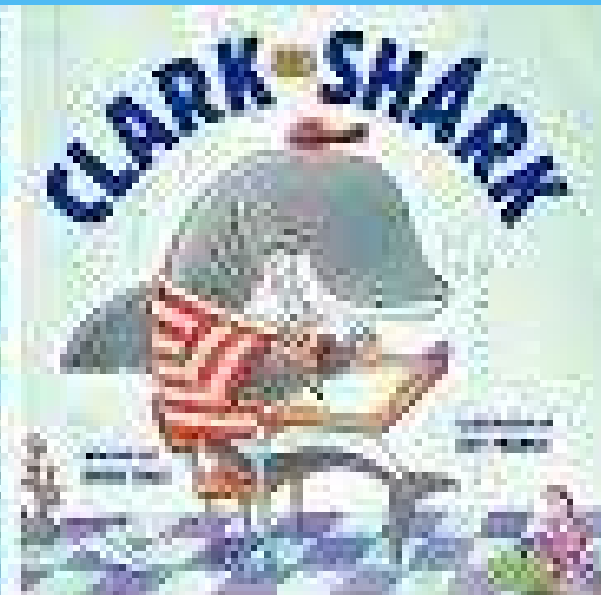
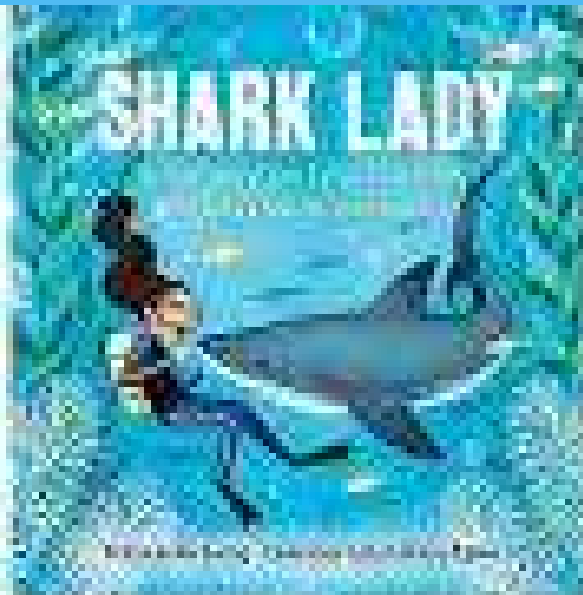
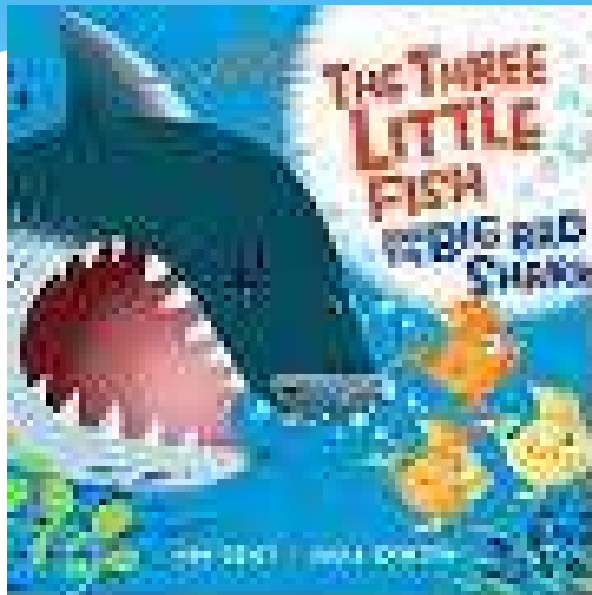
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What do you think, are sharks scary?

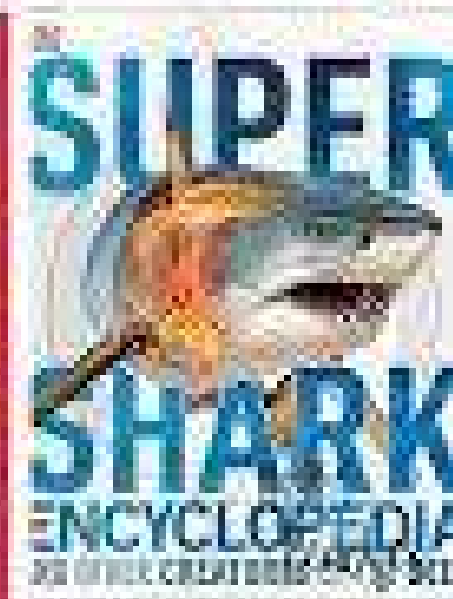
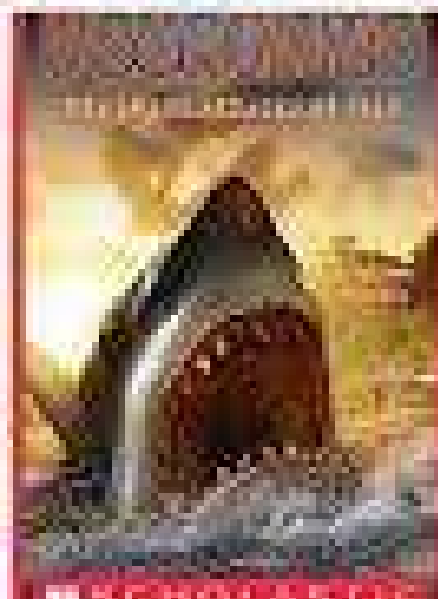
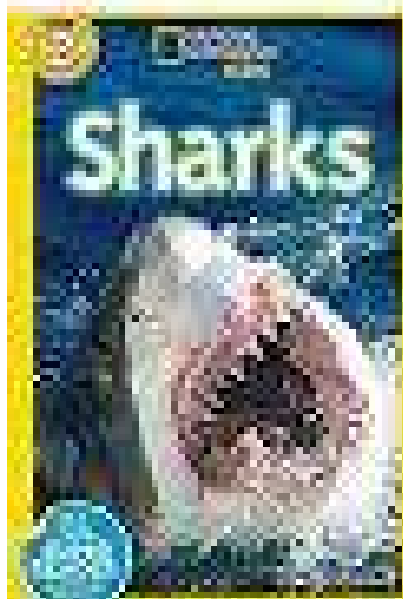
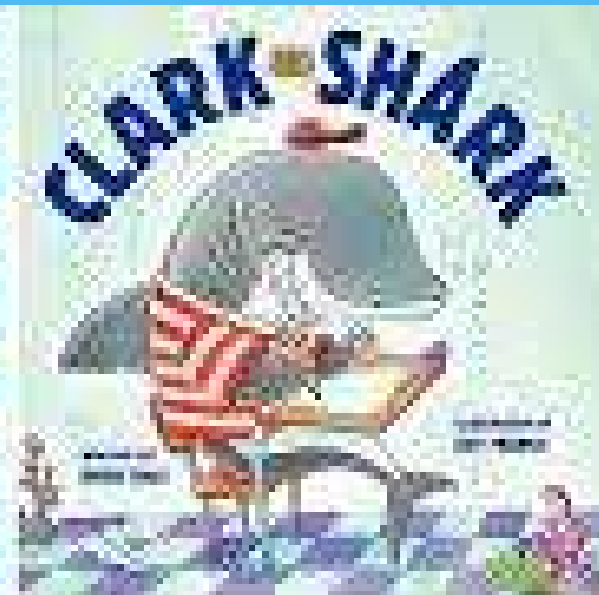
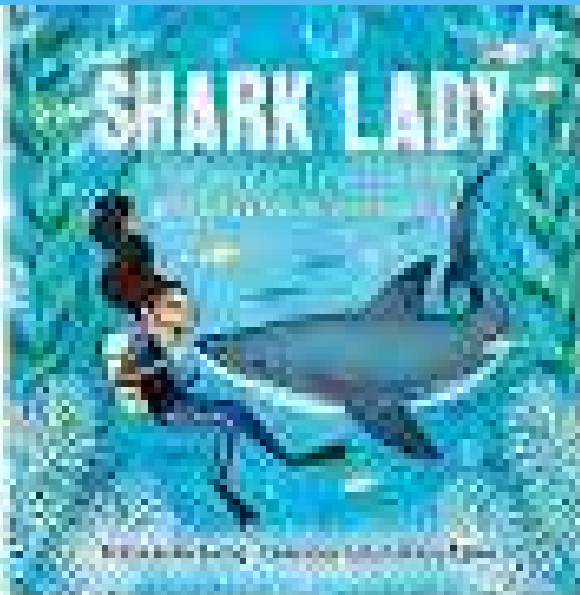
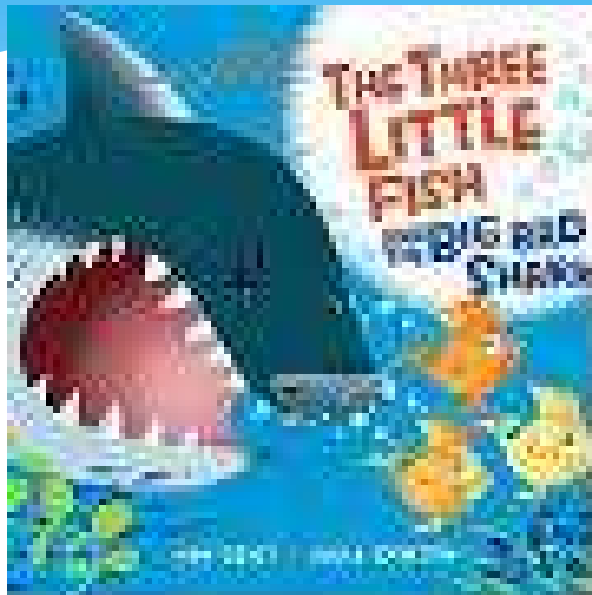
Look at these shark books.



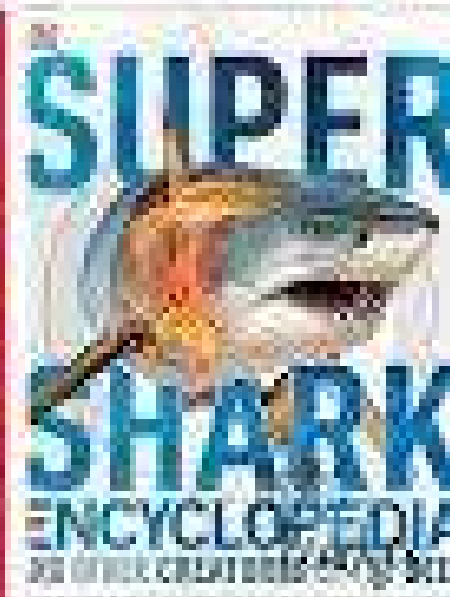
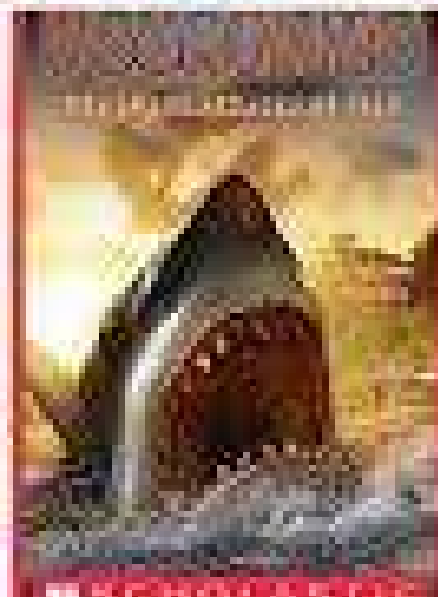
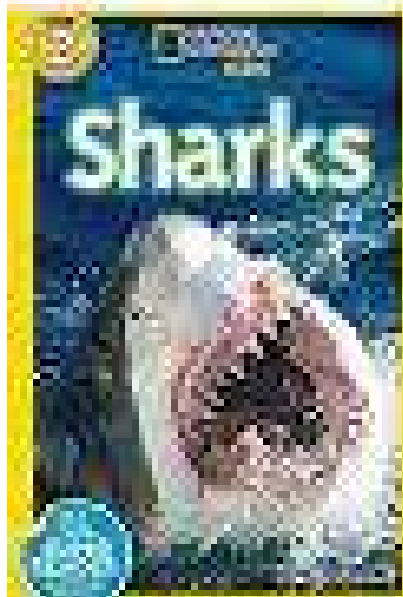
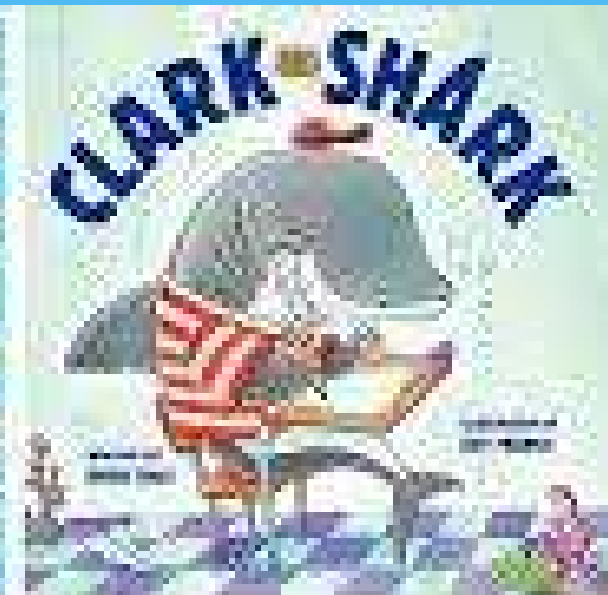
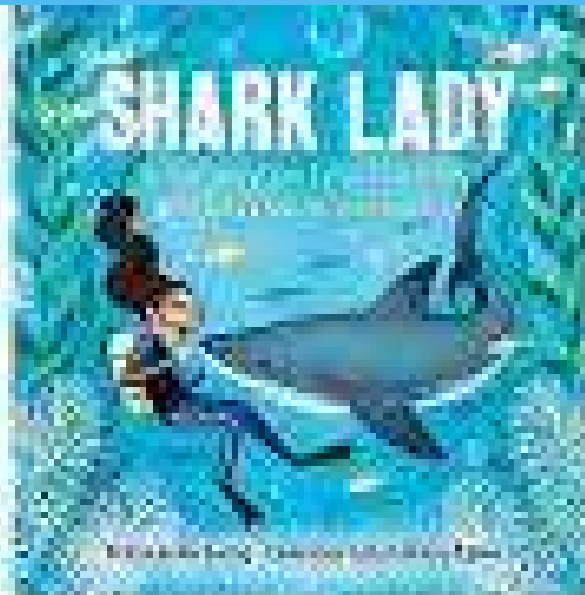
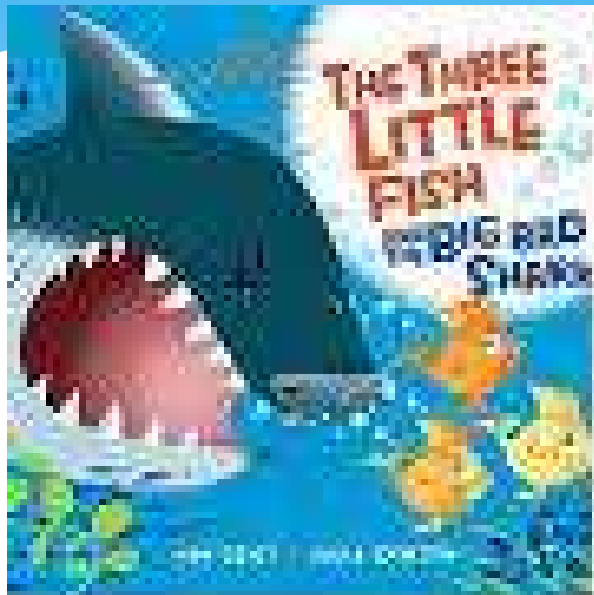
Which would be the first one you would want to read and why?



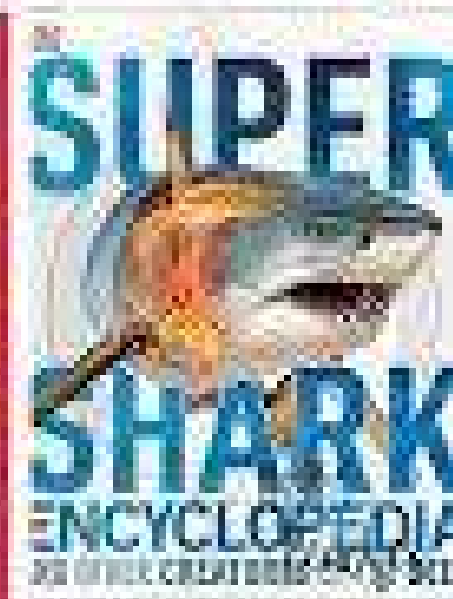
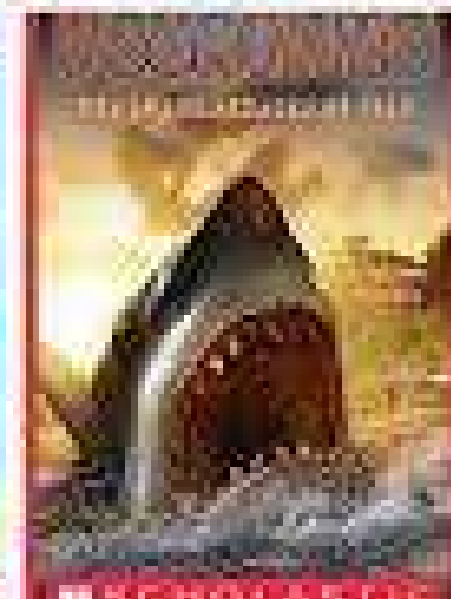
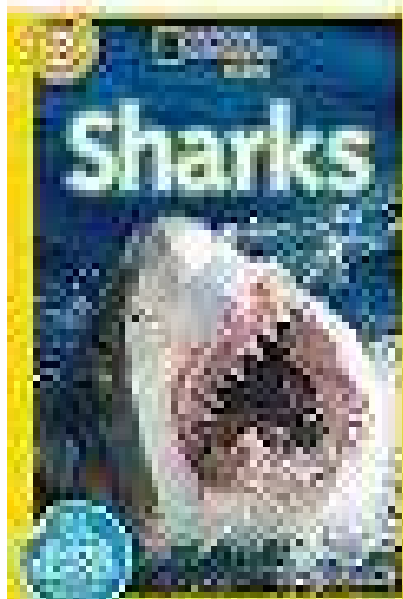
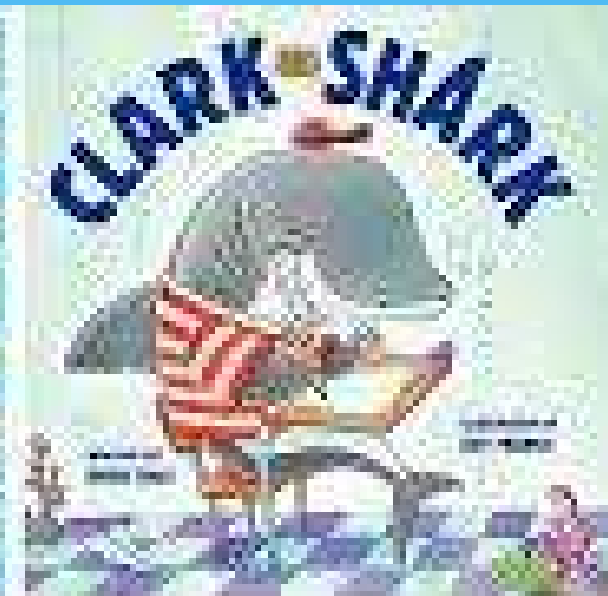
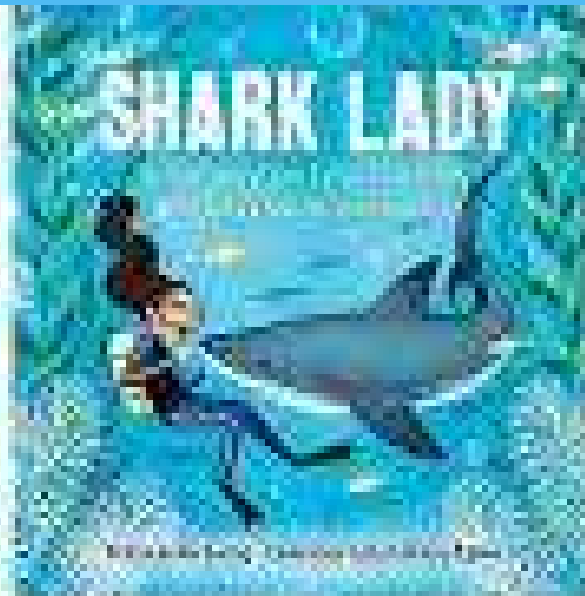
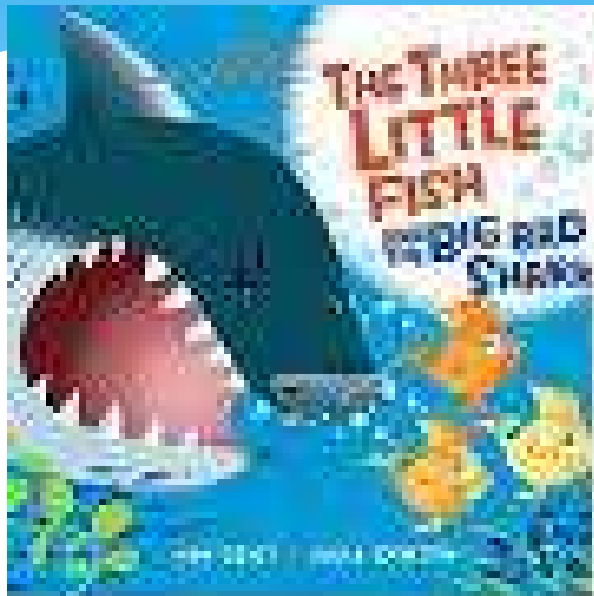
Which would be the last one you would want to read and why?



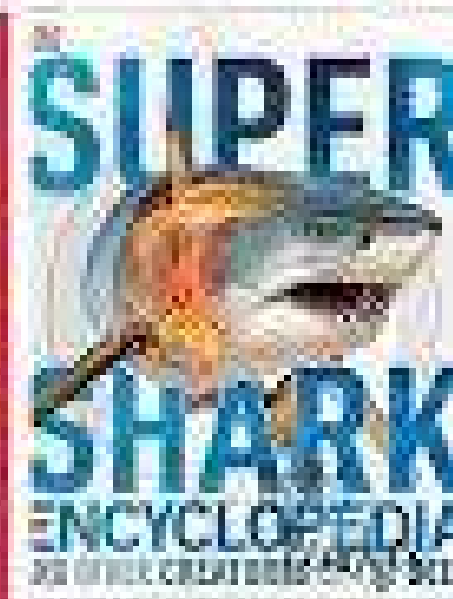
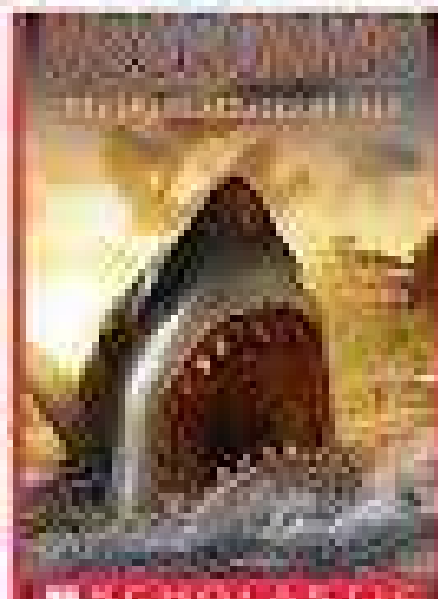
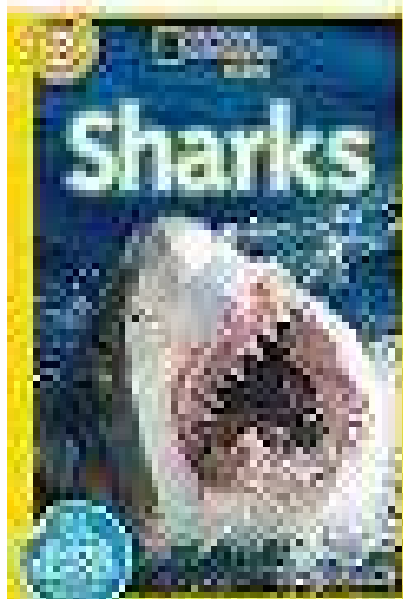
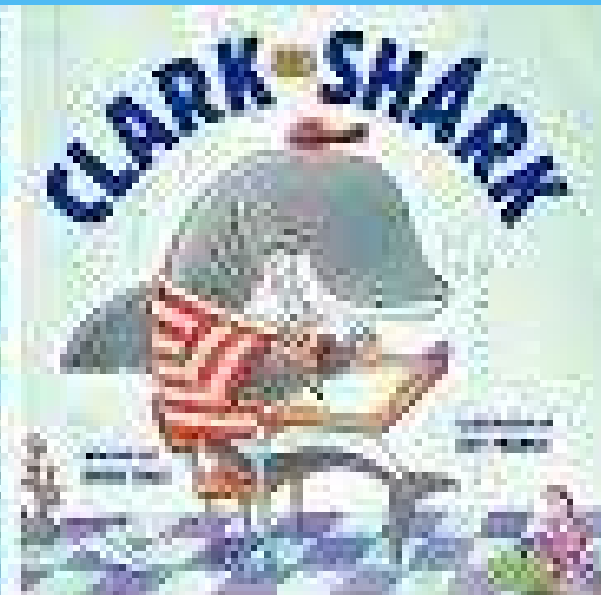
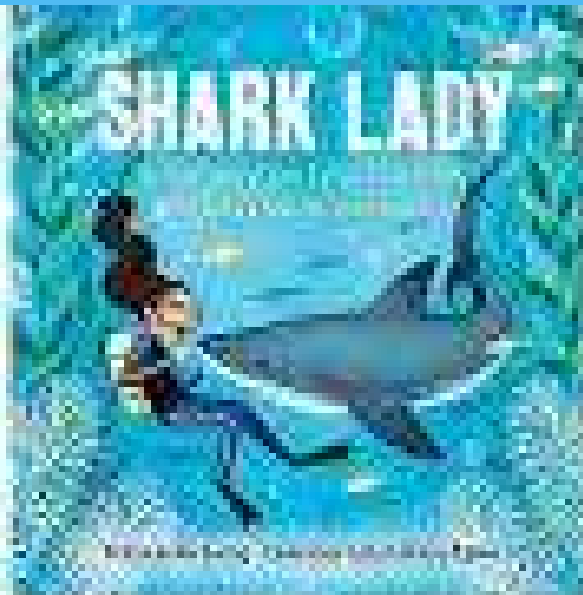
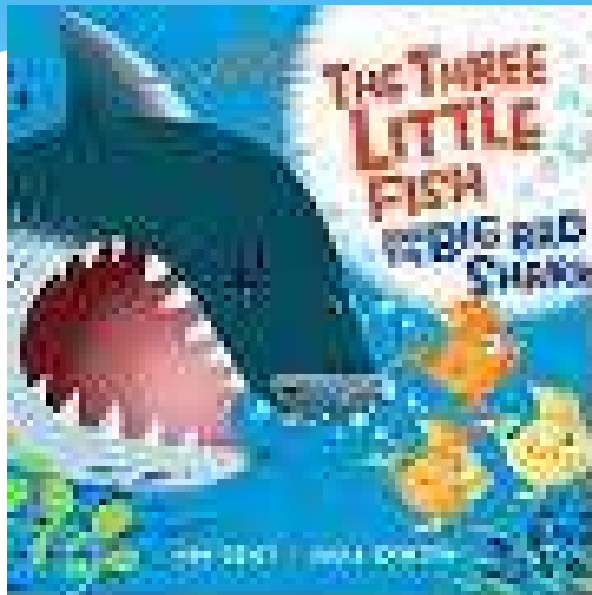
Pick one of the books and describe it to a partner to see if they can guess which one you are describing.



What do you think each book is about?



Tell me...
Likes? Dislikes? Patterns? Puzzles?



Week 3 Thursday

- * Learning Outcome / Objective
- * I can give reasons for and against something being scary.

Are sharks scary?

Some people think sharks are scary. Other people think that sharks are not scary.

Scary

Sharks are big and have sharp teeth. They have eaten people before. Ships have been destroyed by shark attacks.

Not scary

Sharks eat fish and not people. There have been very few people eaten by them. Ships are used to hunt sharks to sell parts of their body.

What do you think, are sharks scary?

Are bears scary?



Are bears scary?



Scary
Sharp teeth
Big
Eat meat
Sharp claws



Not Scary
Caring and protective of young
Don't eat much meat
Don't eat people
Bears are playful

Oh no, I got in a muddle.
Can you sort these for me?

Scary



Sharp teeth

Sharp claws

Playful

Caring

Eats meat

Eats plants and meat

NOT Scary



Week 3 Friday

- * Learning Outcome / Objective
- * I can write a sentence using my phonemes.
- * I can use finger spaces.

Are sharks scary?

Some people think sharks are scary. Other people think that sharks are not scary.

Scary

Sharks are big and have sharp teeth. They have eaten people before. Ships have been destroyed by shark attacks.

Not scary

Sharks eat fish and not people. There have been very few people eaten by them. Ships are used to hunt sharks to sell parts of their body.

What do you think, are sharks scary?

Are bears scary?



Scary

Sharp teeth

Big

Eat meat

Sharp claws

Not Scary

Caring and protective of young

Don't eat much meat

Don't eat people

Bears are playful

Are bears scary?

Scary

Bears are scary because they have big teeth and sharp claws. They eat people.

Not scary

Bears are not scary because they are playful and caring. They mainly eat plants.

Week 4 Monday - Friday

- * Learning Outcome / Objective
- * I can write my own discussion text.

Are cats scary?



Are dogs scary?



Are horses scary?



Are hamsters scary?



Are snakes scary?



Give pictures and ask for ideas around them about the animal.

- * They could draw or select from other pictures.
- * Use these drawings as the plan. Ask them to colour the scary reasons in red and the not scary reasons in green.
- * Ask them to write the question as the title and then have children individually over to write a sentence or two for the animal being scary and not scary to create their own discussion text.
- * Finish with the phrase – What do you think?
(Emphasis the question marks being used if ready)

Week 5 Monday

- * Learning Outcome / Objective
- * I can speak with confidence and fluency.
- * I can justify my opinions.

On the beach

The yellow sun shone brightly,
The golden sand was soft and warm,
The gentle blue waves crashed against
the shore,
Tiny crabs shuffled slowly by,
Shiny shells glistened and gleamed,
People relaxed on the beach,
But the dying shark struggled,
Desperate to get back home.



Tell me...

Likes? Dislikes? Patterns? Puzzles?

On the beach
The yellow sun shone brightly,
The golden sand was soft and warm,
The gentle blue waves crashed against
the shore,
Tiny crabs shuffled slowly by,
Shiny shells glistened and gleamed,
People relaxed on the beach,
But the dying shark struggled,
Desperate to get back home.



Vocabulary

On the beach
The yellow sun shone brightly,
The golden sand was soft and warm,
The gentle blue waves crashed against
the shore,
Tiny crabs shuffled slowly by,
Shiny shells glistened and gleamed,
People relaxed on the beach,
But the dying shark struggled,
Desperate to get back home.



Week 5 Tuesday

- * Learning Outcome / Objective

- * I can

On the beach

The yellow sun shone brightly,
The golden sand was soft and warm,
The gentle blue waves crashed against
the shore,
Tiny crabs shuffled slowly by,
Shiny shells glistened and gleamed,
People relaxed on the beach,
But the dying shark struggled,
Desperate to get back home.



Think of the descriptive words for
this picture.



How is this picture different to the
one for our poem?



How would you describe the nouns below?



Waves?

Wind?

Sun?

Sand?

How would you describe the nouns below?



Waves - crashing thundering
Wind – roaring pounding
Sun – absent hidden
Sand – dark wet sharp



Waves – lapping
Wind – whispering
Sun – glowing
Sand – golden soft warm

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can recognise nouns.
- * I can recognise adjectives.

On the beach

The yellow sun shone brightly,
The golden sand was soft and warm,
The gentle blue waves crashed against
the shore,
Tiny crabs shuffled slowly by,
Shiny shells glistened and gleamed,
People relaxed on the beach,
But the dying shark struggled,
Desperate to get back home.



What can you see in the picture?



Did you spot the ...



- * golden palace?
- * colourful coral?
- * blue bubbles?
- * green leaves?
- * purple fish?

Nouns

These are naming words



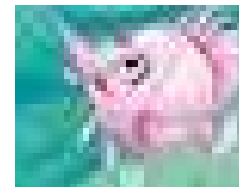
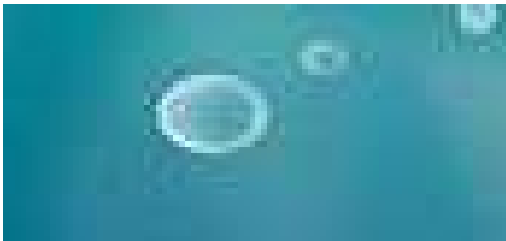
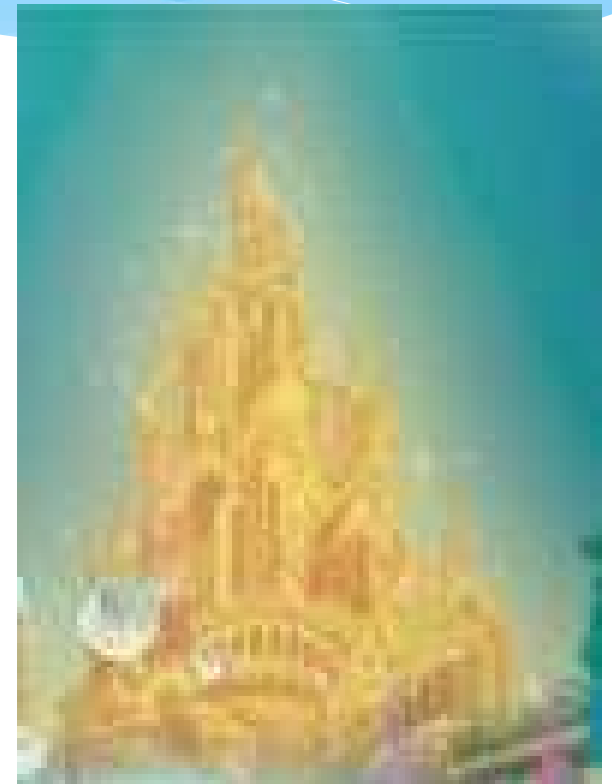
*palace

*coral

*bubbles

*leaves

*fish



Adjectives

These describe the nouns

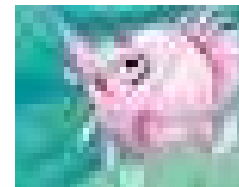
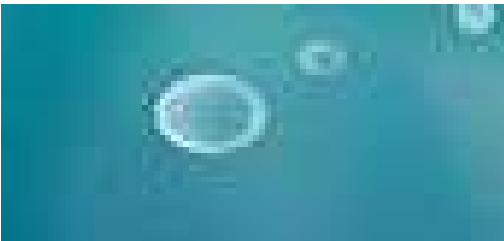


*golden
*colourful

*blue

*green

*purple





Nouns and Adjectives

- *golden palace
- *colourful coral
- *blue bubbles
- *green leaves
- *purple fish

Week 5 Thursday

- * Learning Outcome / Objective
- * I can write nouns and adjectives.

On the beach

The yellow sun shone brightly,
The golden sand was soft and warm,
The gentle blue waves crashed against
the shore,
Tiny crabs shuffled slowly by,
Shiny shells glistened and gleamed,
People relaxed on the beach,
But the dying shark struggled,
Desperate to get back home.



Can you spot the nouns?

On the beach

The yellow sun shone brightly,

The golden sand was soft and warm,

The gentle blue waves crashed against the shore,

Tiny crabs shuffled slowly by,

Shiny shells glistened and gleamed,

People relaxed on the beach,

But the dying shark struggled,

Desperate to get back home.



Can you spot the nouns?

On the beach
The yellow sun shone brightly,
The golden sand was soft and warm,
The gentle blue waves crashed against
the shore,
Tiny crabs shuffled slowly by,
Shiny shells glistened and gleamed,
People relaxed on the beach,
But the dying shark struggled,
Desperate to get back home.



Can you spot the adjectives?

On the beach

The **yellow** sun shone brightly,

The **golden** sand was soft and warm,

The gentle **blue** waves crashed against the shore,

Tiny crabs shuffled slowly by,

Shiny shells glistened and gleamed,

People relaxed on the beach,

But the **dying** shark struggled,

Desperate to get back home.



Can you spot some nouns?



Nouns



- * Divers
- * Shark
- * Submarine
- * Lights
- * Teeth
- * Bubbles

Can you add some adjectives to your nouns?



Adjectives



- * scared / afraid / nervous
- * large / big / enormous
- * yellow / speedy
- * bright / golden
- * dirty / cracked / sharp

Label your picture using your own adjectives and nouns.



Label your picture using your own adjectives and nouns.



- * Scared divers
- * Enormous shark
- * Speedy submarine
- * Dirty teeth

Week 5 Friday

- * Learning Outcome / Objective
- * I can write nouns and adjectives.

On the beach

The yellow sun shone brightly,
The golden sand was soft and warm,
The gentle blue waves crashed against
the shore,
Tiny crabs shuffled slowly by,
Shiny shells glistened and gleamed,
People relaxed on the beach,
But the dying shark struggled,
Desperate to get back home.



Can you spot some nouns?



Nouns



- * ship
- * sails
- * anchor
- * rocks
- * sunlight
- * mast

Can you add some adjectives to your nouns?



Adjectives



- * Torn / ripped / split
- * Broken / damaged
- * Heavy / solid
- * Cracked / jagged

Label your picture using your own adjectives and nouns.



Label your picture using your own adjectives and nouns.



- * Torn sails
- * Cracked mast
- * Heavy anchor
- * Broken ship



Week 6 Monday

- * Learning Outcome / Objective
- * I can plan my own underwater poem.

On the beach

The yellow sun shone brightly,
The golden sand was soft and warm,
The gentle blue waves crashed against
the shore,
Tiny crabs shuffled slowly by,
Shiny shells glistened and gleamed,
People relaxed on the beach,
But the dying shark struggled,
Desperate to get back home.



Think about the pictures we have
looked at.



Think about the words you have used to describe these pictures.



Pick your favourite picture to plan a poem.



Poems are about emotions.
Think about what emotion you want to create
in your poem.



* Happiness

* Sadness



* Fear

* Love



* Calmness



Poems are about emotions.
Think about what emotion you want to create
in your poem.



- * Think of 5 nouns and the adjectives to describe them.



- * Think about the order you are going to put them in.



Plan – emotion of fear



Picture	Noun	Adjective
	teeth	Sharp and cracked
	eyes	Piercing
	divers	afraid
	submarines	darting
	water	dark

Plan

Picture	Noun	Adjective

Week 6 Tuesday - Friday

- * Learning Outcome / Objective
- * I can write a poem using nouns and adjectives to create an emotion.

Surprising Sharks!

- * What have you achieved?
- * What have you enjoyed?
- * What have been your strengths?
- * What have you improved?
- * What are you going to keep working on?

