



SHARK ATTACK!

10 activities

Vocab cards

chapter
questions



Special Needs for Special Kids

These novel units are something I created and started using in my classroom. I had students with significant challenges and most were **non-readers**. They were the best thing I ever did, and my students LOVED them.



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See a separate PDF for activities you can do with the vocabulary cards.

This novel unit has **10 different activities**. These activities are **NOT** comprehension-based. So, even if your students do not pay attention, they can still complete the activity.

Color in Australia on the map.



For example, students learn that Australia has the most shark attacks in the world (still very rare).

Students will color in the country on the map.

Each time you finish a chapter, there will be an activity for your students to complete.

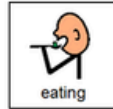
The activity will relate to something from that chapter.

These are cut-and-paste activities supported by pictures.

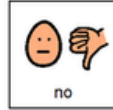
Optional: Quiz students' comprehension by having them answer 5 multiple-choice questions about those chapters.

CH 3

1. What is a shark's main job?



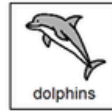
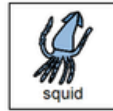
2. Do sharks like the taste of people?



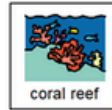
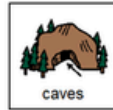
3. Circle something a great white shark might eat.



4. What do whale sharks eat?



5. What do sharks keep healthy by eating weak and sick animals that are nearby?



Christa Joy, SNSK

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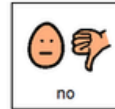
CH 3

CH 4-6

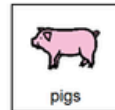
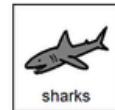
1. Where do most shark attacks on people occur?



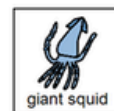
2. Are shark attacks on people common?



3. What kills more people each year, sharks or pigs?



4. What is the main predator of sharks?



5. There are more than _____ different kinds of sharks.



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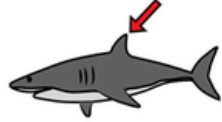



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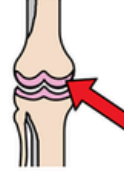


CH 4-6

5

This unit includes comprehension questions. There are 5 questions for most chapters. Each question has 3 picture choices. They are in color and black and white.

Answer key included!!

<p>fin</p>  <p>A stiff part on a shark that moves it forward through the water or helps it balance or steer.</p>	<p>gill racker</p>  <p>A body part in certain sharks that catches and strains food from the water.</p>
<p>plankton</p>  <p>Tiny animals and plants that drift or float in oceans or lakes.</p>	<p>predator</p>  <p>An animal that hunts other animals for food.</p>

<p>anchovy</p>  <p>A small ocean fish that may be salted and canned for people to eat.</p>	<p>cartilage</p>  <p>A strong, flexible material that forms a shark's skeleton.</p>
<p>denticle</p>  <p>A rough scale that helps protect a shark's body.</p>	<p>electroreception</p>  <p>The sense system that sharks use to detect electric signals given off by other animals.</p>

This unit includes 20 vocabulary cards that align with the glossary in the back of the book.

There are suggestions for activities included.

Suggestions for Use

- I made this unit to go along with the book, *Shark Attack!*, by Gail Tuchman
- The thought is that you would be reading it aloud to your class at a rate of about 1 chapter per day.
- Be sure to give each student their own copy of the storyboard (pg. 6) to use while reading and discussing the story.
- Benefits of reading out loud, even to classes made up of severely affected students:
 - Teaches students to sit quietly even when there isn't something for them to do. This is a crucial life skill. We all have to spend time sitting and listening to someone we are not that interested in at some point.
 - Parents will LOVE you. Not only will they be excited that their child is being exposed to age-appropriate material, but you are also teaching them how to sit quietly, which will hopefully carry over at home.
 - Even with your lowest-level learners, you will have 1 or 2 that will truly enjoy the story.
- It can be a calming experience to sit and listen to the teacher read methodically. For students who need more structure, place the number of Post-it notes in front of him/her that corresponds to the number of pages you intend to read. Remove a Post-it as you finish each page. The visual will help lessen their anxiety.
- You will find activity for most chapters. You will still have plenty to choose from and find those that fit your students best.
- Differentiation:
 - For any activity, you can quickly differentiate for your lower-level learners by using a color-coding technique.
 - If sorting, outline each sorting category in a specific color and then outline the corresponding pictures in the same color.
 - Becomes a matching task.
- There are comprehension questions to accompany this unit. There are 5 questions per chapter, with 3 picture answer choices. You will find these (in color and BW) in a separate file.

Suggestions on how I found this activity worked best in my classroom are provided. I typically had 6-8 students with one adult assistant in the room with me.

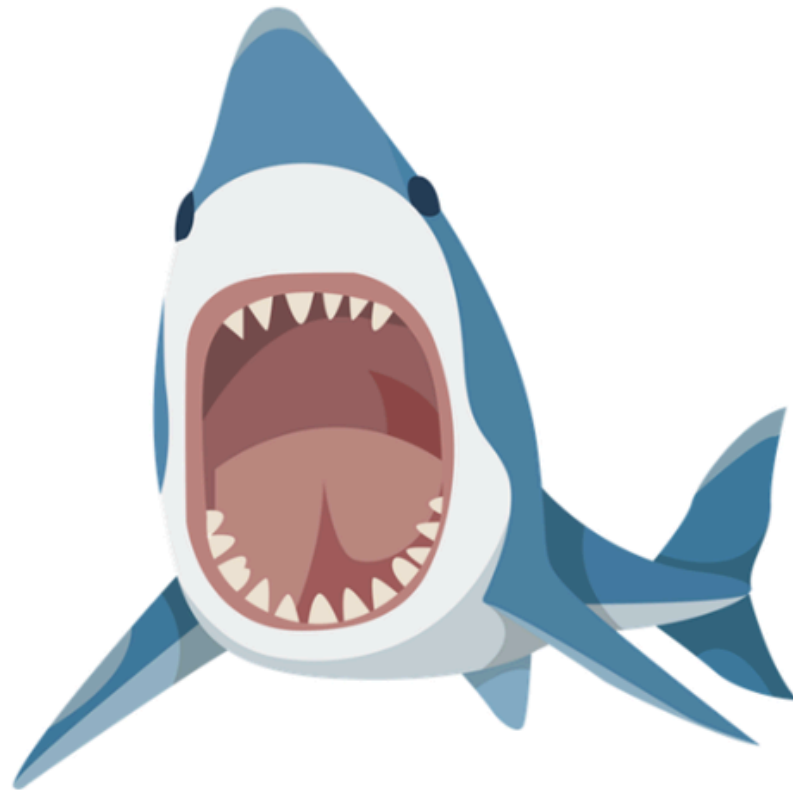
Shark Attack!

for Special Education

By

Christa Joy

Special Needs for Special Kids

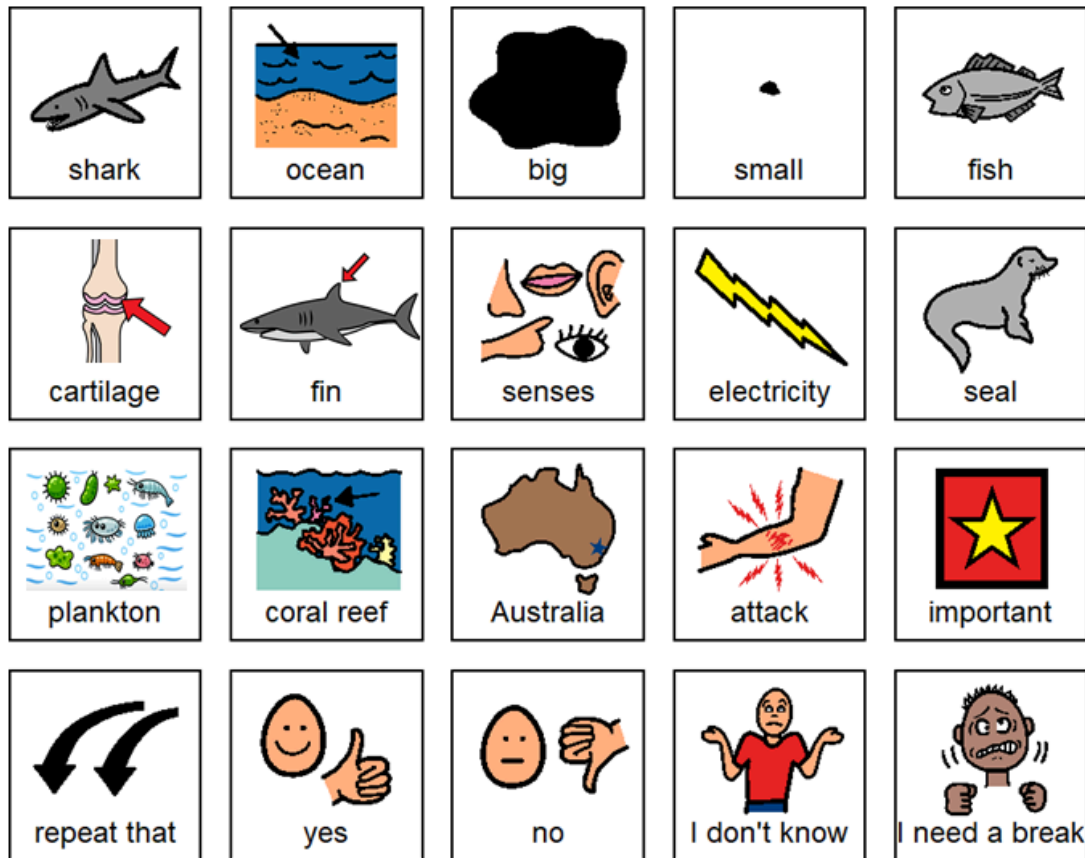


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This entire novel unit comes in
2 separate files. One is
completely in color and one is
completely in black and white.

Storyboard: to use while reading and for class discussions. Laminate and make 1 copy for each student.

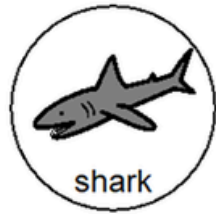


This unit comes with a vocabulary board.




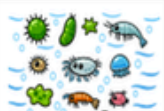






Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!




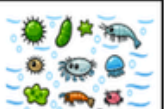


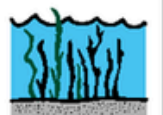








What are some things a shark would eat?



ERRORLESS VERSION

 fish	 squid	 seal	 plankton	 shrimp
 octopus	 lobster	 sea turtle	 dolphin	 tropical fish

There is a circle map in this unit. Circle maps are a great way for students to see the big idea.

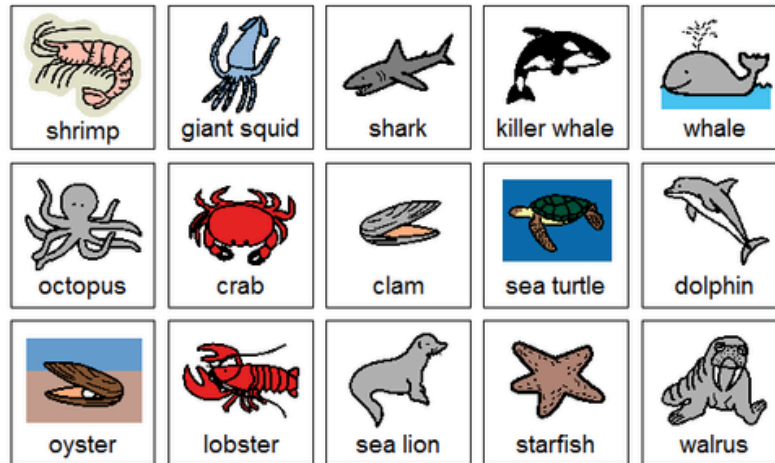
 fish	 squid	 seal	 plankton	 jellyfish
 octopus	 seaweed	 starfish	 dolphin	 tropical fish
 coral	 lobster	 sea turtle	 sea urchin	 shrimp

**WRONG ANSWERS
MIXED IN**

What are some big and small animals that live in the ocean?



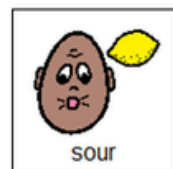
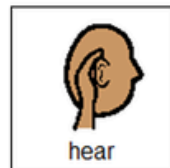
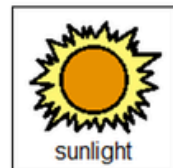
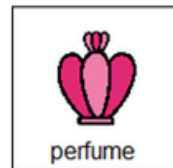
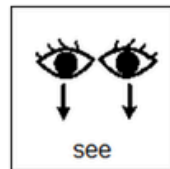
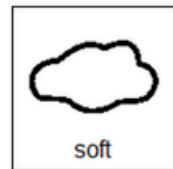
Sort the following into the right column on previous page. If you are not sure, place it on the middle line.



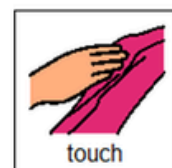
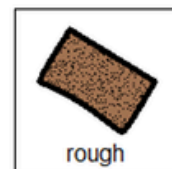
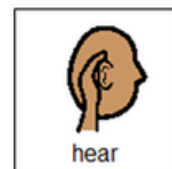
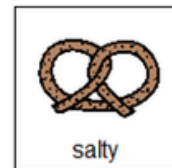
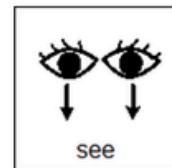
There is a sorting activity.

Directions for adding color coding or a separate differentiated version are included.

Which sense is used to experience each object? Use each sense once, so choose the best one.



Which sense is used to experience each object? Use each sense once, so choose the best one.



There are matching activities.

Directions for adding color coding or a separate differentiated version are included.

I Saw a Shark

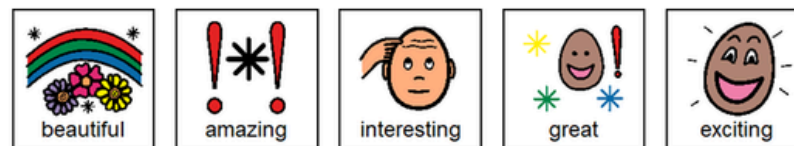
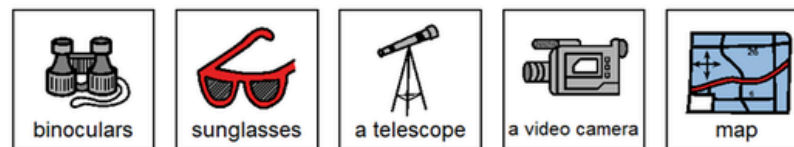
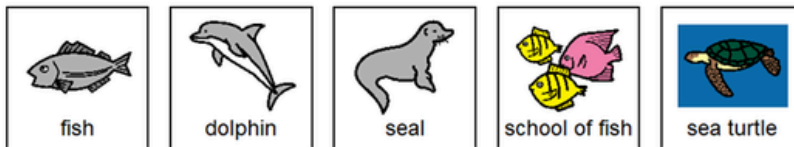
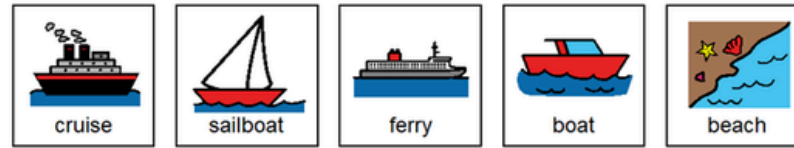
We were on a when I saw a shark.

There were sharks swimming together.

They were swimming after a .

I used to see them better.

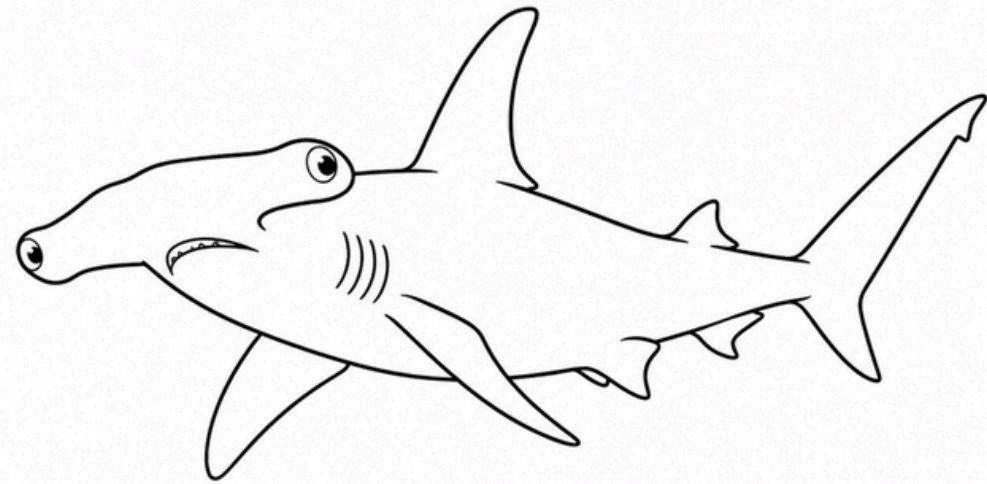
I think sharks are .



There is a writing prompt.

These are errorless activities that allow students to write a story independently.

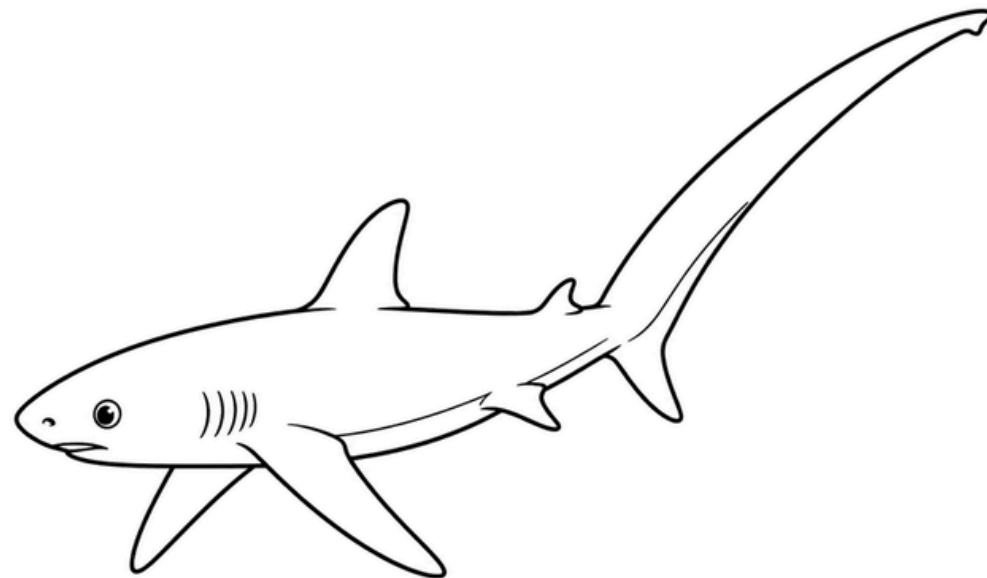
Hammerhead Shark



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Thresher Shark



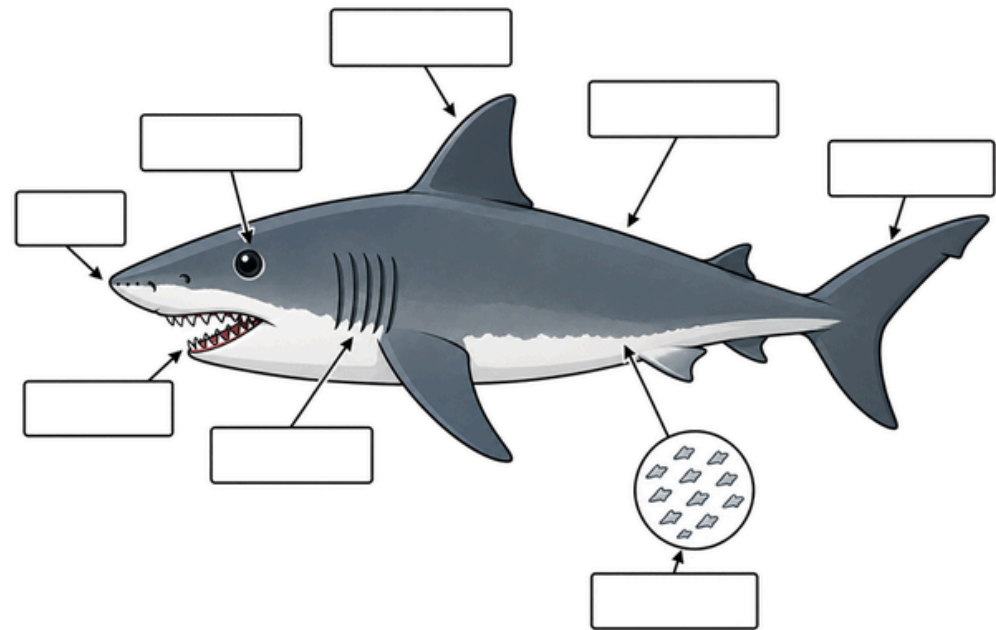
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There are also 5 coloring pages.

- Great White Shark
- Whale Shark
- Hammerhead Shark
- Nurse Shark
- Thresher Shark

Label the shark.

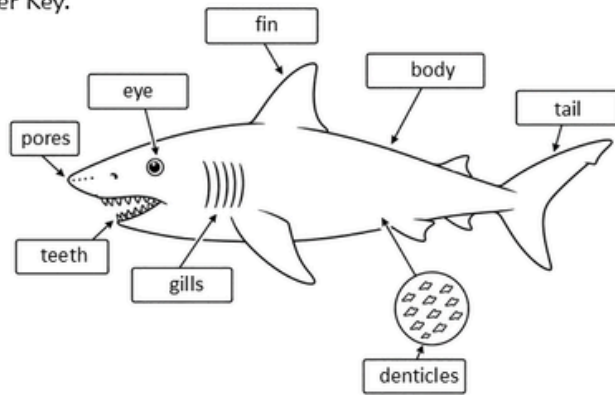


Use the labels below. You can use just the words or the words with pictures.

tail	fin	body	eyes
teeth	pores	denticles	gills

tail	fin	body	eyes
teeth	pores	denticles	gills

Answer Key.



Because there are so many activities, you can choose the ones that fit your students the best.