



Linda Bessmer & Carl Franklin, Ph.D.

8524 Highway 6 North, Suite 166

Houston, TX 77095

Toll Free: 866.936.8737, ext. 100

Mobile: 281.923.6190

Email: linda@muses3.com; carl@muses3.com

Muses3 TEKS-Aligned Activities for Shark Week Preview Session (Grades 3-5)

Most of the activities below draw on material in the Muses3 Shark Week Resource Pack. Public school teachers in Texas are welcome to reproduce the materials in the pack for their students at no charge. Teachers should review the activities before using them to make sure they are suitable. Activities for younger students may require more teacher assistance than described here. All activities outlined below address at least one TEA standard.

Grade 2/3: Complete a Crossword Puzzle Plus Make Your Own

Use the clues to fill out the crossword puzzle in the Muses3 Shark Week Resource Pack. Do you have ideas for making your own shark crossword puzzle? Work with a classmate to list out clues and terms. Present the combined list to the teacher.

ELA TEKS Grade 2: 110.13(b)(29)— Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

Grade 3: Use a Graphic Organizer

Use a two circle Venn diagram to do the following. Write “Megalodon” at the top of the first circle. Write a different shark name at the top of the second circle. Put three things that are similar about the two types in the area shared by both circles. For example, put “shark” in the common area. Put three things that are different about the types in each of the unshared areas of the circles. For example, put “extinct” in the unshared area of the Megalodon circle.

ELA TEKS Grade 3: 110.14(b)(17)(A)—plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)

Grade 3: Write About Megalodon and Another Shark

Write a paragraph about the two sharks based on what you put in the Venn diagram. Credit your sources for the facts you include. (Give the author name and source.) Check with your teacher or school librarian on how to do the credit. For example, “Janet Riehecky. *Megalodon*.” is one way to do it.

ELA TEKS Grade 3: 110.14(b)(17)(B)— develop drafts by categorizing ideas and organizing them into paragraphs

ELA TEKS Grade 3: 110.5(13)(D)—identify primary and secondary sources

Grade 3: Write About the Ocean Environment and How It Supports Sharks

Write a paragraph about the physical characteristics of the ocean and how they support sharks. Be sure to cover things like temperature, oxygen, and sunlight.

SCI TEKS Grade 3: 112.14(b)(9)(A)—observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem

Grade 3: Write About the Importance of Sharks

Write a paragraph about what would happen if all sharks went extinct. Credit your sources for the facts you include. (Give the author name and source.) Check with your teacher or school librarian on how to do the credit. For example, “Megan Cooley Peterson. *Sharks*.” is one way to do it.

SCI TEKS Grade 3: 112.14(b)(9)(B)—identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field

ELA TEKS Grade 3: 110.5(13)(D)—identify primary and secondary sources

Grade 4: Plot Data About How Much Sharks Eat

Find the Plot Data page in the Muses3 Shark Week Resource Pack. Follow the instructions to plot the data for the different types of sharks given. How do the sharks compare?

SCI TEKS Grade 4: 112.15(b)(2)(C)—construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data

MAT TEKS Grade 4: 111.6(b)(2)(G)—relate decimals to fractions that name tenths and hundredths

MAT TEKS Grade 4: 111.6(b)(9)(A)—represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions

Grade 4: Review a Product Label

Find the Review a Product Label page in the Muses3 Shark Week Resource Pack. Mark up the sheet to match product claims against the ingredients, uses, and warnings. What did you find out about this product?

SCI TEKS Grade 4: 112.15(b)(3)(B)—draw inferences and evaluate accuracy of services and product claims found in advertisements and labels such as for toys, food, and sunscreen

Grade 5: Fill in the Shark Food Chain and Web

Find the Shark Food Chain/Web pages in the Muses3 Shark Week Resource Pack. Use what you know about food chains/webs and sharks to fill in the names for each of the blanks. How do great white sharks and whale sharks differ in what they eat?

SCI TEKS Grade 5: 112.16(b)(9)(B)—describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers

Grade 5: Compare Inherited vs. Learned Shark Behaviors

Some things sharks do by instinct and others as a result of learning. Draw on your readings and the discussion by the expert panel to list examples of each.

SCI TEKS Grade 5: 112.16(b)(10)(B)—differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle