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Muses3 TEKS-Aligned Activities for Shark Week Preview Session (Grades PK-2)

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. **Note that some sheets in the Muses3 Resource Pack are in Spanish for use with ELL PK-K students.** All activities outlined below address at least one TEA standard.

Grade PK: Trace Sharks and Answer Questions

Trace the shape of several sharks using the sheets from the Muses3 Shark Week Resource Pack. Can you remember their names? In real life, how would the color of the top of the shark's body differ from the bottom part? Add that to your drawing.

SCI TEA Guidelines Grade PK EOY: VI.B.1: Child observes, investigates, and discusses the characteristics of organisms.

Grade PK: Put on a Shark Mask and Answer Questions

Pick one of the shark masks from the Muses3 Shark Week Resource Pack. Work with the teacher to cut out the space for your face. Then, add string to make a mask and put it on. Are you a great white shark or a hammerhead shark? How will you move around the ocean? (Hold your hands together touching your chest and pretend your elbows are the tips of your fins.) What will you find to eat? How will you behave around other sharks? What happens when you sleep?

SCI TEA Guidelines Grade PK EOY: VI.B.1: Child observes, investigates, and discusses the characteristics of organisms.

SCI TEA Guidelines Grade PK EOY: VI.B.3: Child observes, investigates, describes and discusses the relationship of organisms to their environment.

Grade PK: Make a Shark Necklace and Answer Questions

With the help of a teacher, cut out the shark teeth and string them together using the sheet from the Muses3 Shark Week Resource Pack. Did you know that sharks can lose their teeth and grow them back many times? Why might that be useful? In some cultures, like that of ancient Hawaii, a shark tooth necklace stands for strength and protects the wearer. Why do you think the shark teeth stand for strength?

ART TEA Guidelines Grade PK EOY VIII.A.3: Child demonstrates interest in and shows appreciation for the creative work of others.

PHY TEA Guidelines Grade PK EOY IX.B.2: Child shows increasing control of tasks that require eye-hand coordination.

SCI TEA Guidelines Grade PK EOY VI.B.3: Child observes, investigates, describes and discusses the relationship of organisms to their environment.

Grade PK/K: Compare Teeth and Answer Questions

Look at the size of the shark teeth versus human teeth using the sheet from the Muses3 Shark Week Resource Pack. Think about what sharks and people eat. Why is each shark tooth pointed? Why is the human tooth rounded? Are the shapes related to food?

MAT TEA Guidelines Grade PK EOY V.D.1: Child recognizes and compares heights or lengths of people or objects.

SCI TEKS Grade K: 112.11(b)(10)(B) identify parts of plants such as roots, stem, and leaves and parts of animals such as head, eyes, and limbs

SCI TEKS Grade 1: 112.12(b)(10)(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats

Grade K: Explore Shark Size and Diet and Answer Questions

Using the Megalodon Chart from the Muses3 Shark Week Resource Pack, compare the length and height of the different sharks to each other. Which shark is the biggest? Which is medium in size? Which is smallest? Which one needs to eat the most often? What is different about the whale shark's diet compared to the other sharks?

MAT TEKS Grade K: 111.2(b)(7)(B)—compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.

Grade K: Compare Sizes and Answer Questions

Using the Megalodon Chart from the Muses3 Shark Week Resource Pack, think about the height of your teacher as the adult human on the chart. How tall are you compared to the teacher? Draw yourself on the chart next to the human at the right height. A school bus is about the length of a megalodon. Would you want to be that big?

MAT TEKS Grade K: 111.2(b)(7)(B)—compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.

Grade 1: Read or Listen to a Shark Book and Answer Questions

Find a shark book at your grade level in the Muses3 Shark Week Resource Pack. Read and/or listen to it. What did you like about the book? What did you learn about sharks? Think about a question to ask a shark expert.

ELA TEKS Grade 1: 110.2(b)(4)—The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

ELA TEKS Grade 1: 110.12(b)(24)(A)—gather evidence from available sources (natural and personal) as well as from interviews with local experts

Grade 1: Complete the Word Search and Answer Questions

Find and complete the Word Search about types of sharks in the Muses3 Shark Week Resource Pack. Did you find all 10 sharks? Did you know that every one of these sharks can be found off the coast of Texas? Search for the Bonnethead shark on the Internet to see a picture (e.g., commons.wikimedia.org/wiki/File:Juvenile_Bonnethead_shark.JPG). Which other shark is the most similar? Do you think they are related?

SCI TEKS Grade 1: 112.12(a)(4)—Students develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.

Grade 2: Compare Humans and Sharks

Use a two circle Venn diagram to do the following. Write "Human" at the top of the first circle. Write "Shark" at the top of the second circle. Put three things that are similar about the two in the area common to both circles. Be sure to include basic needs in the common area. Put three things that are different about people and sharks in each of the unshared areas of the circles. For example, put "land" under Human and "ocean" under Shark in the unshared areas.

SCI TEKS Grade 2: 112.13(b)(9)(A)—identify the basic needs of plants and animals
SST TEKS Grade 2: 113.13(b)(7)(C)—explain how people depend on the physical environment and natural resources to meet basic needs

Grade 2: Read or Listen to *I Want to Be a Great White Shark* and Answer Questions

Now that you've compared humans and sharks, read or listen to a story about someone who wants to become a great white shark. What kinds of superpowers do sharks have? Can you add anything to your diagram based on your reading? What would you have to give up to live as a great white shark? Would it be worth it?

ELA TEKS Grade 2: 110.4(b)(3)(B)—use context within and beyond a sentence to determine the meaning of unfamiliar words

ELA TEKS Grade 2: 110.4(b)(4)—The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

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.