

SHARK MORPHOLOGY



Sharks4Kids Middle School Unit 1 Activity
Using Shark Morphology to Predict Ecosystems
(Connection/bridge between Shark Anatomy & Ecosystems)

Included:

- 1. Outline/Instructions**
- 3. Data sheet to print for each student**

1. After completing the first section on Shark Anatomy in the PowerPoint, have students take their understanding of shark anatomy to a new level, predicting where different shark species live based on their morphology/anatomy. Students could relate the different sharks morphologies using the CCC of Patterns OR Structure & Function. What similarities are there? What differences do you see? Why do you think these similarities/differences exist? Does the shape (morphology) of a shark's anatomy relate to its function in a shark?

2. Place pictures of different shark species (Download photo packet) around the room.

3. In small groups, partners, or individually, students rotate around the room from picture to picture (set up a rotation that works for you and your students. Each classroom, group of students, and teacher is different). Students should have their science notebooks with them as they move around the room.

4. Students observe the physical characteristics and adaptations they see in the different sharks. Based on what the sharks look like, students should make predictions in their notebooks regarding shark anatomy, senses, and reproduction.

a. NOTE: Students do not need to be correct in their tables, but they should be practicing the skill of using evidence to make a claim.

b. Have students return to their seats and share with a shoulder partner or group of their peers. Teachers could do this several times for students to get feedback/new ideas from several different peer groups.

c. With the class, go over which sharks can be found in which ecosystems and why, based on its body's structure and function.

d. Have students take 2 minutes to quietly write down any/all questions they have after their learning thus far. No questions are stupid. All questions are welcome and should be written down.

e. Have students in small groups (3-4) agree on their top three questions, and put them on a poster (or their notebooks) to be answered when time allows.

SHARK OBSERVATION DATA SHEET

SHARK NAME	Where does it live? What is your evidence?	What does it eat? What is your evidence?

