

RESOURCE LIBRARY
ACTIVITY : 30 MINS

Shark Teeth

Students explore shark diversity by matching drawings of shark teeth to drawings of the sharks themselves.

GRADES

3 - 5

SUBJECTS

Biology

CONTENTS

4 Images, 2 Videos, 1 PDF

OVERVIEW

Students explore shark diversity by matching drawings of shark teeth to drawings of the sharks themselves.

For the complete activity with media resources, visit:

<http://www.nationalgeographic.org/activity/shark-teeth/>

Program



DIRECTIONS

1. Build background.

Ask students to brainstorm a list of stereotypes about people's perceptions of sharks. Write them on the board. Show students the photos of different types of sharks. Then discuss the

different kinds of foods that sharks eat, such as turtles, fish, and microscopic organisms. Ask students to describe how sharks' anatomy fits the prey they hunt.

2. Watch the video segments.

Watch the Crittercam video segments on the white shark and tiger shark. Ask students to notice the different kinds of foods the two sharks eat.

3. Distribute the worksheet.

Give each student a copy of the worksheet *Sharks: Which Tooth Belongs to Which Shark?* Have students look carefully at the drawings of four kinds of shark teeth and four drawings of sharks accompanied by the foods they eat. Ask students to examine the teeth for features that help capture and eat a particular kind of food, and then match each tooth to a shark and its food.

4. Review the answers.

Discuss the answers. (Tiger Shark, B; Lemon Shark, C; Great White Shark, A; Whale Shark, D) Ask: *What tools can you compare each tooth to?* For example, tooth A resembles a saw. Tooth C resembles a spear. Have students brainstorm other tools the teeth remind them of.

Extending the Learning

Have students debate the proposition: Sharks should be protected. Assign students roles such as scientist, environmentalist, doctor, restaurateur, fisherman, and beachgoer. Have students research the issue looking for information that supports their positions. Ask them to prepare their arguments and then debate the issue.

OBJECTIVES

Subjects & Disciplines

Biology

Learning Objectives

Students will:

- describe the different kinds of foods that sharks eat

- identify how the features of shark teeth help sharks capture and eat particular kinds of food

Teaching Approach

- Learning-for-use

Teaching Methods

- Discussions
- Hands-on learning
- Visual instruction

Skills Summary

This activity targets the following skills:

- Critical Thinking Skills
 - Analyzing
 - Understanding

National Standards, Principles, and Practices

NATIONAL SCIENCE EDUCATION STANDARDS

- (K-4) Standard C-1:

The characteristics of organisms

Preparation

What You'll Need

MATERIALS YOU PROVIDE

- Pencils
- Pens

REQUIRED TECHNOLOGY

- Internet Access: Required
- Tech Setup: 1 computer per classroom, Projector, Speakers
- Plug-Ins: Flash

PHYSICAL SPACE

- Classroom

GROUPING

- Large-group instruction

BACKGROUND & VOCABULARY

Background Information

Sharks are among the most ancient species on Earth. Today there are more than 350 different species. Nearly all sharks are meat-eaters and eat a variety of fish and other sea creatures. A shark's eating habits determine the shape and size of its teeth.

Prior Knowledge

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Recommended Prior Activities

- None

Vocabulary

Term	Part of Speech	Definition
organism	<i>noun</i>	living or once-living thing.
prey	<i>noun</i>	animal that is hunted and eaten by other animals.

For Further Exploration

Websites

- [NOAA: Fisheries–Sharks](#)
- [R.J. Dunlap Marine Conservation Program: Virtual Expedition](#)



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