

REAL Project: Are Sharks Really All That Scary?

Week 1	Week 2	Week 3	Week 4
<i>Surprising Sharks</i> by Nicola Davies	<i>Smart About Sharks</i> by Owen Davey	<i>Slickety-Quick: Poems about Sharks</i> by Skila Brown	<i>Surprising Sharks</i> by Nicola Davies
<ul style="list-style-type: none"> Listen to Under The Sea music while playing this video: https://www.youtube.com/watch?v=-3eg01T7aRY Research information about sharks (photographs, video clips, information books, posters and leaflets); Create a Working Wall sheet indicating: <ul style="list-style-type: none"> What we know; What we think we know; What we want to find out; Introduce the book – discuss the title: what could be the “surprise”? Write a recount of “surprising” experiences they have had; Demonstrate how to write notes; Read the text – the children write a set of notes; Discuss what the children have learnt, and add these to the Working Wall sheet. 	<ul style="list-style-type: none"> Look at the Working Wall sheet: what questions are still outstanding? Look at the labelled diagrams in this book – discuss what the labels add to our understanding of sharks; Use the notes and new knowledge to write a paragraph for a short non-chronological report text about one element of sharks (ensure that multiple areas of covered so that a class report is created); Research more about sharks – use notes to start writing individual non-chronological reports; Read a partner’s report. Use Peer Critique techniques (Kind, Specific, Helpful) to ensure that each draft removes; Type up their work on the laptops and save, ready for inclusion in our book. 	<ul style="list-style-type: none"> Look at a range of pictures of sharks and their habitats. Model how to create sentences which include expanded noun phrases that describe the picture. Create a class display using the sentences; Watch a section of the The Blue Planet (David Attenborough) which deals with sharks. Encourage children to share words and phrases which describe the way that sharks look, move, eat, etc. Share the poem “Shark” (David Windle); Write your own poetry using exciting phrases. Read a partner’s poem written last week. Use Peer Critique techniques (Kind, Specific, Helpful) to ensure that each draft improves; Type up their work on the laptops and save, ready for inclusion in our book. 	<ul style="list-style-type: none"> Read from pages 23-27 about the reasons which humans give for killing sharks. Do the children think that sharks are as dangerous as before they read the book? Who should be more afraid of who? Write an argument text indicating the range of reasons for and against killing sharks; Read a partner’s argument text. Use Peer Critique techniques (Kind, Specific, Helpful) to ensure that each draft removes; Type up their work on the laptops and save, ready for inclusion in our book. <p>NB: Send a copy of the completed book to Sir David Attenborough and one to The Shark Trust. Write a letter encouraging greater and further work to support the conservation of sharks around the world. What could you recommend?</p>

Items highlighted in **green** indicate that children are producing work which could be incorporated in their published book.

For further information about REAL Projects, access this website: www.real-projects.org/about-real-projects/how-do-real-projects-work/

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Shark

David Windle

Shark
wrecked submarine
sub-aqua pirate
prehistoric ghost
animated by salt ocean

Shark
animal torpedo
finned destroyer in the beloved deep
where heavy water holds you softly
permitting the swagger of your spine

Shark
takes no prisoners
holds no hostages
expects no ransom or reward
no – you tear the body
as if you're dead
as if you do not feel
and are not fish

Shark
sharp, shy,
sudden
stolen
from nightmare.



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