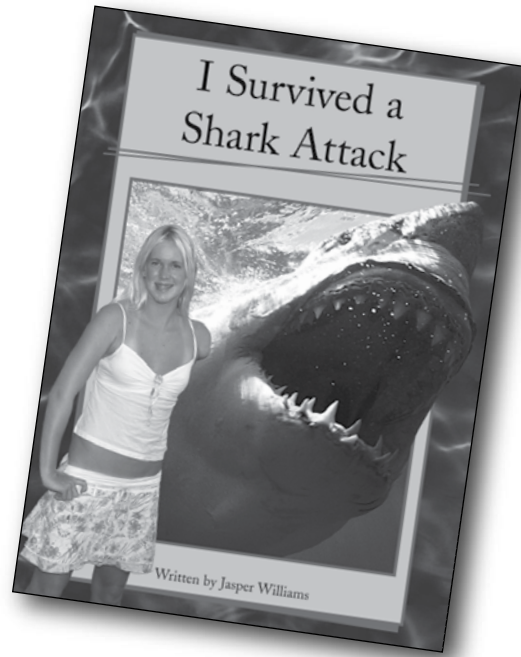


# Springboard 6

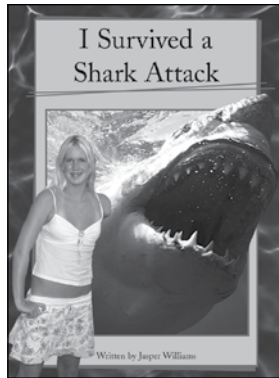


## I Survived a Shark Attack

### Fact

Text Type	2400–3000 words	3100–3500 words	3500+ words
<b>Discussion</b>	Do You Like Fast Food?	Do You Like Watching TV?	Would You Travel in Space?
<b>Exposition</b> (Proposition/ Support)	Cars! Cars! Cars!	Litter at the Top of the World	The Polar Bear Problem
<b>Information Report</b> (Cause/Effect)	Bushfires!	The Piece of Paper Path	A Sneeze Is Coming On
<b>Survival Story</b>	Trapped in the Tube	Against All Odds	I Survived a Shark Attack

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## I SURVIVED A SHARK ATTACK

### Upper level fact

**Text type: Survival Story**

**Reading age 12–12.5**

**Word count 3500+**

Guide questions for teachers are in *italics*.

### Before Reading

Activate prior knowledge by asking students whether they have heard, seen, or read any stories of survival. Guide the conversation to build knowledge of what a survival story is.

*Do you know someone who survived something that could have killed them?* Invite discussion.

Support students to make links to the world and discuss people the students may know of who have survived accidents, disasters, and attacks.

### COVER

#### Before Reading

Read the title and examine the cover photograph. Discuss what this book is likely to be about. *Who is this person?*

Read the blurb and discuss. Explain that this book tells the survival stories of five different people.

*How or why do you think these people may have survived shark attacks?*

Invite students to flick through the book to gather more information on what it is about. Discuss.

## CONTENTS PAGE

*Open the book.* Discuss the features of the contents page. *What do you know about information books?* Students should indicate that the reader can choose which section of the book they would like to read first, rather than needing to read from start to finish, as with a fictional narrative.

Students should mention the terms *glossary* and *index* when discussing features. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

## INTRODUCTION

### Before Reading

Invite students to look through the photos and discuss why people are afraid of sharks.

*Read the first chapter and be ready to share what you learn.*

### After Reading

Have students share what they learned.

*Are shark attacks common?*

*How many people die each year from shark attacks?*

*What are some of the reasons people are afraid of sharks?*

*What is meant by the term natural habitat?*

## WHY DO SHARKS ATTACK PEOPLE?

### Before Reading

Invite students to look through the photos and diagram on pages 7 to 9. Discuss why sharks may attack people.

Prompt students to notice the bold words. Invite students to predict what these words mean and then check their meanings in the glossary.

*Read this chapter and be ready to share what you learn about shark attacks. Jot down any interesting information to share.*

### After Reading

*Why do shark attacks happen?*

*What sort of diet do most sharks need?*

*Do humans fit into this diet? Why not?*

*What is a hit-and-run attack?*

*Why can a hit-and-run attack be fatal?*

*What can reduce visibility for sharks, causing them to mistake humans for seals or turtles?*

## MARY JANE RYAN

### Before Reading

Invite students to look through this chapter to gather more information from the photos and captions. Look at the map and discuss where this attack occurred.

*What do you know about bull sharks? Where and how might this shark have attacked Mary Jane? Invite inferences.*

*Read this chapter to find out what happened to Mary Jane.*

### After Reading

*Describe what Mary Jane was doing when she was attacked. Did Mary Jane see the shark?*

*How might Mary Jane have felt if she did see the shark? Invite students to infer.*

*What size did doctors estimate the shark to be? How do you think they can estimate the size of the shark without seeing it?*

*What was found in Mary Jane's leg?*

## AVOIDING SHARK ATTACKS

### Before Reading

*What does the heading suggest to you? Walk through the photos and read the captions to build knowledge of the chapter content.*

Identify the bold words and invite students to predict their meanings. Have students visit the glossary to check the meaning of the word *sandbar*.

*As you read this chapter, take note of ways to avoid a shark attack.*

### After Reading

Invite students to share what they have learned.

*How can you avoid a shark attack?*

*What kinds of things should you do to show a shark that you are not its natural prey?*

*Where should you avoid swimming? Why?*

*When do sharks feed? What makes this a particularly dangerous time?*

*What did you learn about swimwear and jewellery?*

*How does this confuse sharks?*

## CRAIG HUTTO

### Before Reading

Walk through the map and photos and discuss what is coming up in this chapter.

Prompt attention to the glossary words and discuss. Have students check their meanings.

*Read this chapter and be ready to share what you learn about Craig's attack and escape.*

### After Reading

*What was happening when Craig was attacked?*

*What might have attracted the shark to the area where Craig and his brother were fishing?*

*Describe the attack. What do you think might have happened if Craig's family were not there to help?*

*Who else assisted in treating Craig immediately after the attack?*

*What happened to Craig?*

*Do you think he was lucky or unlucky?*

*Read and discuss pages 24 and 25. What kind of shark was responsible for the first two attacks described in the book?*

## ZAK GOLEBIOWSKI

### Before Reading

Invite students to look through the map, photo, and pie graph to build knowledge of this chapter.

*Where did this attack occur?*

*What does the graph tell you about shark attacks?*

*Why do you think so many more attacks happen in the United States than anywhere else? Discuss.*

*Why do so many occur in Australia? Invite inferences.*

Discuss the meaning of *tourniquet* and check the glossary definition.

*Read this chapter and be ready to share what you learn.*

### After Reading

*What happened to Zak?*

*Why do you think the shark didn't continue to attack Zak?*

*Why was the single bite so severe?*

*How large was the shark?*

*Did this shark disappear from the scene? Why might it have stayed around the board?*

*Why didn't the Fisheries officials take their boat out near the shark?*

*Do you think this shark should have been killed? Why/why not? Encourage responses.*

## ERIC NERHUS

### Before Reading

Invite students to look through the map, photo, and table to build knowledge of this chapter.

*Where did this attack occur?*

*What does the table tell you about shark attacks?*

Compare the statistics on the table and invite discussion.

*Read this chapter and be ready to share what you learn.*

### After Reading

*What happened to Eric?*

*What makes this survival story so remarkable?*

*What might have happened if Eric had panicked?*

*What factors do you think helped Eric in this situation?*

*What do you expect may have been going through Eric's mind during the attack?*

# BETHANY HAMILTON

## Before Reading

Invite students to look through the map and photos to build knowledge of this chapter.

*Where did this attack occur? What do we know about Bethany?*

*Read this chapter and find out more about this attack.*

## After Reading

*What happened during the attack on Bethany?*

*How did Bethany escape?*

*What kind of shark attacked Bethany? How big did scientists estimate the shark was?*

*Why was Bethany so lucky?*

*Has the attack changed Bethany's life? Explain.*

*What might be gained by these victims meeting up with each other?*

## Ⓜ CODE BREAKER

*Some common terms can be applied to many situations. We say they can be generalized.*

Discuss what is meant by these terms in this book:

- *a million to one*
- *don't stand a chance*
- *rubbish bins*
- *hit-and-run attack*
- *hit by a truck*

Have students consider how each term can be generalized to other situations.

## Ⓜ MEANING MAKER

*Events like this can have a devastating effect on people.* Have students imagine what it might feel like to be in the water and have a shark approach them.

*Imagine how you'd feel:*

- *in shallow water near the shore*
- *in deeper water without anyone nearby*

*What would your first instinct be?*

*What does the book suggest you should do?*

## Ⓜ TEXT USER

Revisit the table on page 33 and discuss the following:

*What does this table help show the reader?*

*What might be the point of comparing shark attacks with other animal attacks and accidents?*

*Does it change your thinking about shark attacks?*

## Ⓜ TEXT CRITIC

Explain that all authors write books for a reason. The purpose may be to entertain, to inform, or to persuade. *Stories about survival are often very interesting for people to read about because they actually happened.*

*In this book, we get the survival stories from the author's perspective.*

*How do you think the author got the information for this book?*

*How can the reader be sure that the author's version of the events is accurate?*

*How might the stories be different if they were told from the victims' point of view?*



## USING MULTIPLE INTELLIGENCES

Class/group/paired activity

**Create:** Create an artwork depicting a shark attack. (S)

**Record:** Write labels for your artwork that describe the scene. (L)

**Organize:** Organize this information into three groups – Images/Sounds/Feelings. Show this information using a table. (L)

I Survived a  
Shark Attack

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## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/  
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence  
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

# I Survived a Shark Attack

Name \_\_\_\_\_

Graphic Organizer (before and during reading)

As you read, add what you learn to the organizer below. On a separate sheet of paper, sketch your impressions from each chapter.

Introduction	
Why Do Sharks Attack People?	
Mary Jane Ryan	
Avoiding Shark Attacks	
Craig Hutto	
Zak Golebiowski	
Eric Nerhus	
Bethany Hamilton	

# I Survived a Shark Attack

Name \_\_\_\_\_

Multiple Intelligences  
Spatial, Verbal-linguistic

Choose one attack. Draw your impression of what happened. Add thought bubbles to show what the person in the attack is thinking or feeling. Write a poem about a shark attack.



Attacked!

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# I Survived a Shark Attack

Name \_\_\_\_\_

## Ⓜ Code Breaker

Write a sentence containing each of these words. Try to think of a sentence that will help someone else understand the meaning of the words.

amputate \_\_\_\_\_

hit-and-run attack \_\_\_\_\_

predator \_\_\_\_\_

surf zone \_\_\_\_\_

tourniquet \_\_\_\_\_

A synonym is a word with the same or similar meaning as another word. For example, hot/warm. Replace the highlighted words in these sentences with powerful synonyms.

There were *frantic* screams from Craig's *distraught* family.

\_\_\_\_\_

Craig suffered *horrific* injuries.

\_\_\_\_\_

A *massive* shark bite was left in Zak's board.

\_\_\_\_\_

Eric's vest was *shredded* after the attack.

\_\_\_\_\_

# I Survived a Shark Attack

Name \_\_\_\_\_

## ☐ Meaning Maker

There are three kinds of shark attack.

- Hit-and-run: the shark takes a bite and then swims off.
- Circle-and-bite: the shark circles, bites, and continues to bite.
- Sneak attack: the shark sneaks up on the victim and attacks.

Write your impression of being involved in each of these attacks. You may need to use other resources, such as the Internet, to help you.

Hit-and-run

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Circle-and-bite

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---

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Sneak attack

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---

---

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---

# I Survived a Shark Attack

Name \_\_\_\_\_

⦿ Text User

Find the information from the book to complete the table below.

Attack	Where	When	What the victim was doing	Extent of the injury	Kind of shark
Mary Jane Ryan					
Craig Hutto					
Zak Golebiowski					
Eric Nerhus					
Bethany Hamilton					

What did these shark attacks have in common?

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What was different about them?

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# I Survived a Shark Attack

Name \_\_\_\_\_

Text Critic

This book recounts the experiences of five people.

1. What was your first impression of this book when you saw the cover?

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2. Did you think that this book presented facts that are true and correct? Why or why not?

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3. Did you get the feeling that the author was teaching you about sharks? Explain.

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4. Did you expect to hear the points of view of the victims?

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5. In what ways could a factual recount present information that may not be accurate?

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6. Do you think readers of this book will be interested to learn more about shark attacks? Explain.

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7. What makes the information in this book appear to be true and accurate? Explain.

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8. Has this book shaped your thinking in any way? Explain.

---

# I Survived a Shark Attack

Name \_\_\_\_\_

## Survival Story

You have learned about what happened to the five people attacked by sharks. If you could interview each person as part of the research for this book, what would you ask them? Consider what other readers might want to know.

Mary Jane Ryan \_\_\_\_\_  
\_\_\_\_\_

Craig Hutto \_\_\_\_\_  
\_\_\_\_\_

Zak Golebiowski \_\_\_\_\_  
\_\_\_\_\_

Eric Nerhus \_\_\_\_\_  
\_\_\_\_\_

Bethany Hamilton \_\_\_\_\_  
\_\_\_\_\_

If you could include another chapter in this book, what would the chapter be about? Explain your choice.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_