

## The Closer You Get ...

### OBJECTIVES

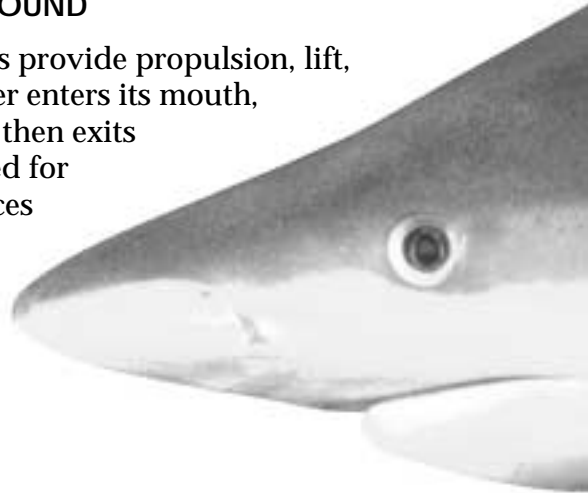
Given close-up photos of shark body parts and information about sharks, the student will be able to identify and describe the body parts and explain their functions.

### MATERIALS

- copies of *The Closer You Get...* funsheet on page 23
- pencils or pens

### BACKGROUND

Sharks are well adapted for life in the sea. Fins provide propulsion, lift, steering, and stability. As a shark swims, water enters its mouth, passes over gill filaments that absorb oxygen, then exits through gill slits. A shark's eyes are well suited for seeing in dim light. Its nostrils detect substances in the water that guide a shark to prey. A shark has several rows of teeth in its mouth. Toothlike scales make a shark's skin rough, like sandpaper. Some batoids, like stingrays, have one or more venomous spines on a whiplike tail.



### ACTION

1. Discuss shark senses and other adaptations as discussed in this Guide. Photocopy and distribute *The Closer You Get...* funsheet to students or groups of students.
2. Students guess what each photo illustrates and write a sentence explaining what that body part does.

### ANSWERS

1. gill slits (*where water exits after passing over gills*)
2. scales (*protective outer covering*)
3. eye (*for seeing*)
4. teeth (*for tearing or crushing food*)
5. nostril (*for smelling*)
6. stingray spine (*venomous spine for defense against predators*)

### DEEPER DEPTHS

Working in groups, students look through old magazines for pictures of sharks. They cut out parts of photos and make their own funsheets for other groups of students to do. Have the students write out a hint that goes with each of their photos (example: this body part helps a shark swim fast).

## The Closer You Get...

Can you identify the part of a shark or batoid in each of these photos?  
What does each body part do?



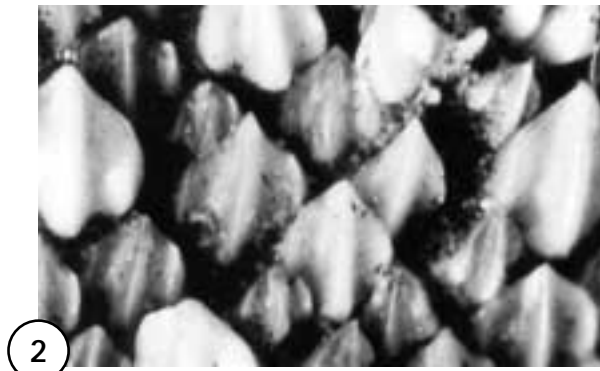
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