

Lesson Plan: Ocean Giants Showdown

Topic: Killer Whale vs. Great White Shark Fact-Finding Mission

Subject: Science, Reading Comprehension, Critical Thinking

Age Group: 6-8 years old

Lesson Duration: 45-60 minutes

Materials Needed

- The book: *Who Would Win? Killer Whale vs. Great White Shark* by Jerry Pallotta
 - Large piece of paper, whiteboard, or chart paper
 - Markers or pens for the large paper/whiteboard
 - Two smaller pieces of paper or index cards for the learner
 - Pencils, crayons, or colored markers for the learner
 - Optional: Clay or play-doh, video clips of killer whales and great white sharks in the wild
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Learning Objectives

By the end of this lesson, you will be able to:

- Name at least three important facts about a killer whale.
 - Name at least three important facts about a great white shark.
 - Use facts to compare the two animals.
 - Explain who you think would win a showdown and give good reasons why.
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Lesson Procedure

Part 1: Introduction - The Great Ocean Mystery (5-10 minutes)

1. Hook / Engage:

Start with a fun question: "Imagine you're a tiny fish swimming in the deep blue ocean. Suddenly, you see two giant shapes coming closer! One is sleek and gray with rows of pointy teeth. The other is big and black-and-white, and it seems to be talking to its friends with clicks and whistles. Which one would make you swim away faster? Today, we are going to be Animal Detectives! Our mission is to solve the mystery: In a showdown between a great white shark and a killer whale, who would win?"

2. State Objectives:

"By the end of our detective work today, you'll be able to tell me three cool facts about each animal, compare them like a real scientist, and decide for yourself who the ultimate ocean champion is!"

3. **Prepare Your Tools:**

Take out the large piece of paper or whiteboard. Draw a line down the middle to make two columns. At the top of one column, write "Great White Shark" and draw a simple shark fin. At the top of the other, write "Killer Whale" and draw a simple whale tail. This will be our "Fact File Chart."

Part 2: Body - The Fact-Finding Mission (25-35 minutes)

I DO: Modeling How a Detective Works (5 minutes)

1. **Educator Models:**

"As the head detective, I'll show you how we gather clues. I'm going to read the first few pages about the great white shark. Listen closely for an amazing fact."

2. Read the section on the shark's teeth. "Wow! It says here that a great white shark can have 300 teeth! That is a very important clue. I'm going to add it to our Fact File Chart under 'Great White Shark'." Write "Has 300 sharp teeth" in the shark column.

WE DO: Gathering Clues Together (15 minutes)

1. **Guided Practice:**

"Now it's your turn to be my detective partner. We'll read the book together. When you hear an important fact about either animal, put your hand up like a shark fin!"

2. Read through the book, pausing after each set of comparison pages (e.g., size, speed, intelligence, hunting style).

3. **Prompting Questions:**

- "What did we just learn about how big the killer whale is? Where should we write that?"
- "That was an interesting fact about the shark's skin! Can you tell me what it said in your own words?"
- "The book says killer whales hunt in groups. Is that a special skill? Let's add it to our chart!"

4. Work together to fill both sides of the Fact File Chart with at least 4-5 key facts for each animal.

YOU DO: Create Your "Battle Stats" Card (10 minutes)

1. **Independent Practice:**

"Great job, detective! Now you're ready for a special assignment. You get to create a 'Battle Stats' card for each of our ocean giants. It's like a trading card that shows off their superpowers."

2. Instructions:

"On one small card, draw the great white shark. On the other, draw the killer whale. Then, using our Fact File Chart, pick your favorite three facts for each animal and write or draw them on their card. You can include their size, their 'special weapon' (like teeth or teamwork), and how fast they are!"

3. Success Criteria:

"I'll know you've made an amazing Battle Stats card if it has:

- A cool drawing of the animal.
- At least three true facts from our chart.
- Your best effort in writing or drawing the facts clearly.

Part 3: Conclusion - The Final Verdict (5-10 minutes)

1. Recap and Share:

"Detectives, let's present our findings! Hold up your Battle Stats cards. What was the most surprising fact you learned about the killer whale? What about the great white shark?"

2. Summative Assessment / The Final Showdown:

"Now for the moment we've been waiting for. Look at all the facts on our chart and on your cards. If these two ocean giants were to meet, who do you think would win? Tell me your decision, and use at least two facts to explain WHY you think so." Listen for reasoning based on the collected evidence (e.g., "The killer whale would win because it's smarter and hunts with its family," or "The shark might win because it has more teeth and can surprise attack from below.").

3. Reinforce Takeaway:

"That was an excellent scientific argument! You used facts to make your decision. Whether it's the shark's powerful bite or the killer whale's clever brain, both animals are perfectly built for their ocean home. You did an amazing job being an Animal Detective today!"

Differentiation and Adaptability

• For Learners Needing More Support (Scaffolding):

- Provide pre-made cards with sentence starters like "Size: ____" or "Weapon: ____".
- Focus on drawing the facts (e.g., drawing many teeth, drawing a big brain) instead of writing them.
- Complete the Battle Stats cards as a "We Do" activity.

• For Learners Needing a Challenge (Extension):

- Ask the learner to write or draw a short comic strip of the battle, showing how one animal uses its advantages to win.
- Introduce a "wild card" animal (like a giant squid) and ask how the fight might change.
- Research a new "Who Would Win?" matchup and create a new Fact File Chart

independently.

- **For Classroom/Group Settings:**

- Have students work in pairs to create the Battle Stats cards.
- Hold a class vote for the winner, having students line up on different sides of the room. Ask volunteers from each side to present their "why" using facts from the class chart.