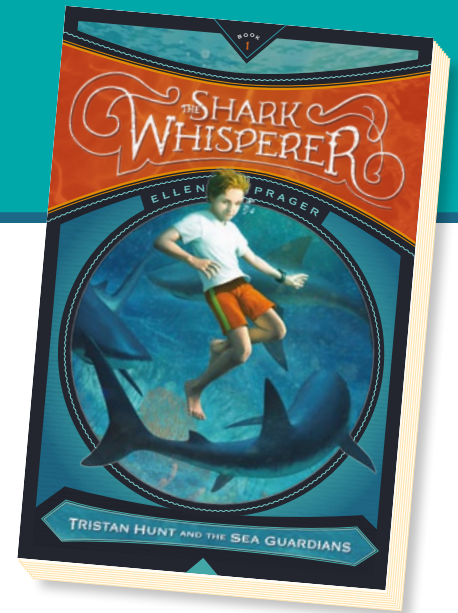
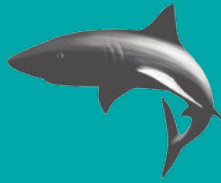


EDUCATOR'S ACTIVITY GUIDE



TRISTAN HUNT AND THE SEA GUARDIANS: BOOK ONE

The Shark Whisperer

BY ELLEN PRAGER * ILLUSTRATED BY ANTONIO JAVIER CAPARO

After his most klutzy move ever, falling into a pool of sharks, things for Tristan Hunt begin to look up. Tristan is invited to an ocean-themed summer camp in the Florida Keys where he discovers that he and the other young teens there have very special and rare talents when it comes to the ocean. After the camp receives a distress call from ocean animals, Tristan and his new friends get pulled into a daring rescue in the Bahamas. With the help of sharks, dolphins, a quick-escape artist octopus, and some seabird bombers, the campers must use their young talents in an attempt to outwit an evil shark-finning, reef-blasting billionaire.



ABOUT THE AUTHOR

Dr. Ellen Prager is a marine scientist and author, formerly the chief scientist at the world's only undersea research station in the Florida Keys. With her ability to make science fun and understandable for people of all ages, she has built a national reputation as a spokesperson on earth and ocean science issues.

Dr. Prager has participated in research expeditions to locations such as the Galapagos Islands, Papua New Guinea, Fiji, and throughout the Caribbean. She now acts as the science advisor to the Celebrity Cruise ship *Xpedition* in the Galapagos. She lives in Miami, Florida, where she spends her time writing, consulting, and spending as much time on and in the ocean.

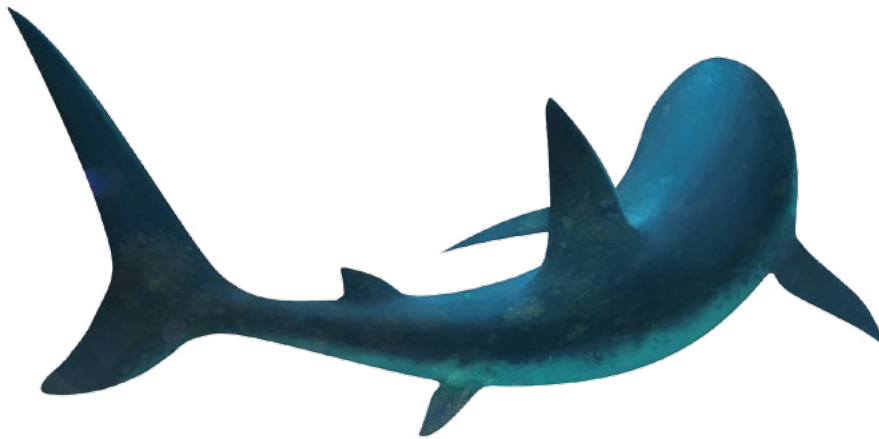
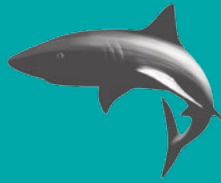


ABOUT THE ILLUSTRATOR

Antonio Javier Caparo is a Cuban born illustrator, graphic designer and graphic novel artist. His realistic illustrations regularly appear in magazines, children and young adult books along with corporate and advertising work in the U.S. and South America. Some of his passions include animation and comics. He has been published around the world and has won numerous awards in multiple countries.

Much of his early career was spent in graphic design but he always felt passion for other worlds, magical characters and metaphorical stories. He soon afterwards decided to devote himself to illustration—both traditional and digital—creating each piece to be intense and conceptual. He is a graduate of the High Institute of Design in Havana and currently lives in Canada.

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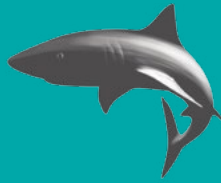


COMMON CORE STATE STANDARDS

The activities and discussion questions in this guide support the following Common Core State Standards.

CCSS.ELA-LITERACY.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CCSS.ELA-LITERACY.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-LITERACY.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-LITERACY.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCSS.ELA-LITERACY.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCSS.ELA-LITERACY.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CCSS.ELA-LITERACY.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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GLOSSARY

adapt – to change over a long period of time to better fit the environment in which an organism lives

algae – small plants that do not have roots or stems and which live in water or other damp areas

bioluminescence – light that is biologically created by living organisms

blowhole – a nostril that is located at the top of the head of many marine mammals, such as whales and dolphins

camouflage – the color or texture of skin that makes an animal blend into its surroundings

captivity – when animals are cared for and kept by humans

cephalopod – marine animals, such as octopus and squids, that move by shooting water from an area under the head and that have tentacles and sometimes an ink sac used for defense

contaminate – to make something impure through contact

dehydration – an abnormal loss of water or body fluids

dorsal – relating to or part of the back of an animal

echolocation – a process of locating objects using sound waves that hit objects and then reflect back to the source of the sound

finning – removing fins from a shark and then returning the live shark to the ocean

invertebrate – animals that lack spines

lagoon – a shallow water system, such as a channel or sound, that connects to a larger body of water

longline – a heavy and very long fishing line that has baited hooks along the line

mangroves – trees and shrubs that grow along coastlines and which send out long roots into the water and land –

mucus – a slippery and sticky substance that is secreted from animals

organism – a living plant or animal

poachers – people who illegally kill or take wild animals

red tide – a harmful bloom of algae, which discolors the water and may produce toxins

seismic – relating to the earth's shaking that is caused by an earthquake, explosion, or something else

sonar – a method or device that finds objects using sound waves underwater

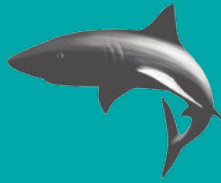
stalagmites – columns of calcium carbonate that form on cave floors, caused by dripping water containing the mineral

stromatolites – mounds or columns of calcium carbonate that form from layers of sediment and cyanobacteria

terrestrial – relating to the earth or land

wingspan – the distance from the tip of one wing to the tip of the opposite wing

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Write and Understand

Try these writing prompts to help students further understand and engage with the book.

TAKE A STAND

Develop an argument that is for or against shark finning. Write your argument, making sure to include the following elements:

- › Introduce your claim.
- › Provide evidence that supports your claim.
- › Conclude your argument, restating your claim.

BLOG ABOUT IT

Pick an ocean animal you would like to write about. Create a blog post about the animal. Include different types of media in your post, such as photos or video or audio links. Be sure to include unique and interesting facts about the animal's habitat and traits and any threats it may face.

FROM A FISH'S EYES

Imagine that you are seeing through the eyes of a fish that witnessed the Seasquirts' attack against Rickerton's boat. Provide interesting details, such as how it moved the water or the sounds made by the attack. Use dialogue to convey information about the attack. Write details in a sequence and conclude your narrative.

WRITE A SUMMARY

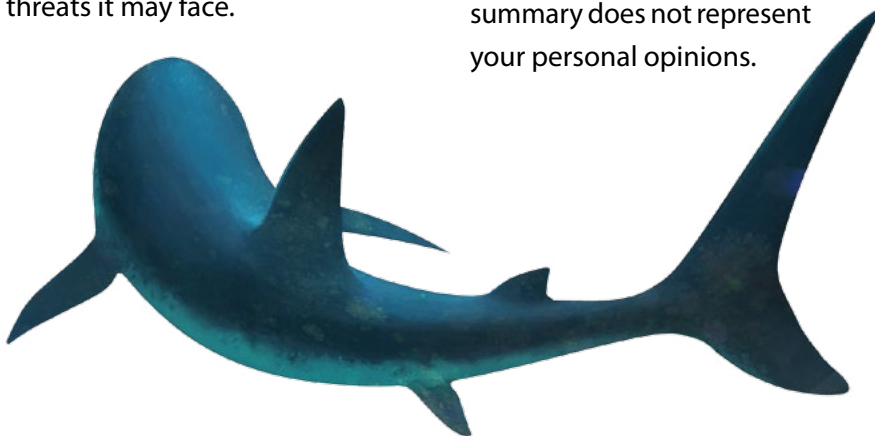
Decide what the main ideas are in *The Shark Whisperer* and think about how different details support those main ideas. Make a list of these details and main ideas. Then write a short summary of the book, including the details and main ideas. Make sure your summary does not represent your personal opinions.

TRISTAN'S POINT OF VIEW

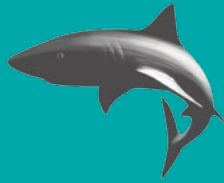
Think about how the author develops Tristan's point of view in the book. Pick out details from the book. Write down ways the author lets the reader know how Tristan thinks or feels in different situations. Then write a short character description based on your observations.

COMPARE AND CONTRAST

Pick two characters from *The Shark Whisperer*. Write down ways in which the two characters are similar. Also list the ways in which the two characters are different. Use specific details from the text to support your ideas.



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Primary Source: Shark Finning

Read this excerpt from the July 3, 2012, *New York Times* article “China Says No More Shark Fin Soup at State Banquets”:

China said Tuesday that it would prohibit official banquets from serving shark fin soup, an expensive and popular delicacy blamed for a sharp decline in global shark populations.... Experts have long cautioned that soaring demand for the soup over the past two decades has imperiled shark populations around the globe.

“This is a very positive step forward,” said Andy Cornish, director of conservation at W.W.F. in Hong Kong.... He said the move would send an important signal to consumers in China, the largest market for the fins.¹

Compare this primary source information with information about shark finning found on page 52 of the book:

Tristan whispered, “Finning, that’s totally disgusting. It’s when people slice off a shark’s fins and then throw the dying shark back into the water.”

“Gross! Why would anyone do that?” Sam asked quietly.

“They use the fins to make soup in Asia,” Tristan answered. “I read that people pay lots of money for it—something like 200 dollars a bowl.”

Compare the ideas presented in the primary source with those found in the book. How is the information similar? How is it different? And what do you think an official ban on shark fin soup at government banquets would do to help prevent the sale of shark fins? Write down your thoughts and share with the class.



¹ Wassener, Bettina. “China Says No More Shark Fin Soup at State Banquets.” *The New York Times*. 3 July 2012. Web. <http://www.nytimes.com/2012/07/04/world/asia/china-says-no-more-shark-fin-soup-at-state-banquets.html>

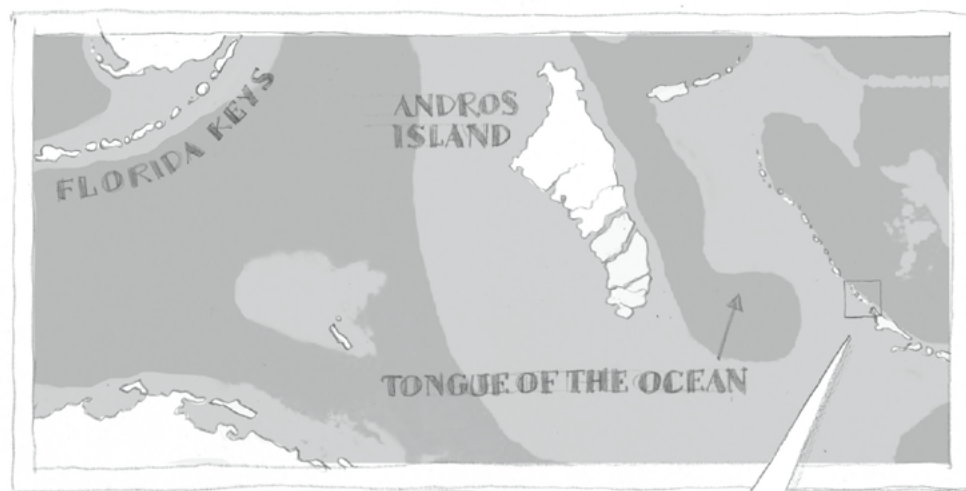
THE SHARK WHISPERER

The Exumas and Rainbow Reef

CORAL REEFS

Coral reefs occur mainly in shallow areas of the ocean, mostly near Earth's tropical zones. In shallow water, the sun's rays reach organisms that photosynthesize and help to build reefs. Coral reefs create a very diverse ocean ecosystem. Most corals are colonies of tiny animals called polyps. Polyps are essentially a ring of tentacles around a stomach. They use their tentacles for catch food and have algae partners in their tissues, which help them to live and grow a skeleton of calcium carbonate. Their underlying skeleton is the main building block of the reef. Coral reefs provide habitat and protection for other organisms, such as fish, sea turtles, worms, and shellfish.

► Turn to page 7 for questions.





INSTRUCTIONS

Study the map from the book on *page 6*. It shows the location of the Exuma Islands and other marine features, including Rainbow Reef. Read the sidebar on coral reefs and then answer the following questions.

1. What do you think the water is like between Lee Stocking Island and the Great Exuma islands?

2. Why do you think Rainbow Reef developed where it did?

3. What do the shapes and positions of the islands tell you about the area?

4. Read this excerpt from *page 109* of the book:

But Rory discovered several big holes that were blasted in a nearby coral reef and two extensive sand pits in the sea grass. It looks like air jets were used.

How do you think coral organisms react to this kind of damage? What do you think it does to the ecosystem?

EXPLORE MORE!

Visit **"Reefs at Risk in the Caribbean"** on the World Resources Institute website:

<http://www.wri.org/publication/reefs-risk-caribbean>

Find one piece of information about the risks for Caribbean reefs. Write down why you chose this information and what you think about it. Share your thoughts with your group or class.



Multiple Views: Documentaries

Documentaries are movies that tell stories about actual events. These stories can be about events from the past or current issues facing the world. Watching a documentary can give you different insight into an issue. Watch a documentary about issues that face ocean life. Here are some suggestions:

- › ***Sharkwater*** — A film about sharks and the destructive practice of shark finning.
- › ***Coral Reef Adventure*** — This film explores the world's endangered coral reefs, showing the diverse life found in this habitat.

Take notes answering the questions below as you watch the documentary. When you are finished watching it, discuss your answers as a group.

1. What is the filmmaker trying to tell the audience about ocean health and the animals that inhabit the ocean?

2. What are the dangers shown that threaten ocean life?

3. How are the animals portrayed in the film?

4. Did the documentary help you better understand issues discussed in *The Shark Whisperer*? If so, how?

5. How is the book similar to or different from the documentary?



Go Graphic: Make A Comic

Comic books tell stories through a series of pictures with limited dialogue. What is shown is just as important as what is said. Pick a scene from *The Shark Whisperer* and create a comic book page depicting that scene. Carefully select what images and words should be shown in each cell. Color and design your comic book cells too.

SCENE TITLE: _____ ADAPTED FROM PAGES: _____



Further Research

Learn more about ocean health, its ecosystem, and the animals and plants that need a healthy ocean to survive. Check out these books, websites, and places to visit for more ocean research.

BOOKS

Dembicki, Matt. *Wild Ocean: Sharks, Whales, Rays, and Other Endangered Sea Creatures*. Golden, CO: Fulcrum Publishing, 2014.

Kaye, Cathryn Berger, Philippe Cousteau, and EarthEcho International. *Make a Splash!: A Kid's Guide to Protecting Our Oceans, Lakes, Rivers, & Wetlands*. Minneapolis, MN: Free Spirit Publishing, 2013.

Newman, Patricia, and Annie Crawley. *Plastic, Ahoy!: Investigating the Great Pacific Garbage Patch*. Minneapolis, MN: Millbrook Press, 2014.

Prager, Ellen. *Sea Slime: It's Eewy, Goopy and Under the Sea*. Mt. Pleasant, SC: Sylvan Dell Publishing, 2014.

WEBSITES

National Geographic. "Coral Reefs."

<http://video.nationalgeographic.com/video/coral-reefs>

Watch a video about coral reefs and their threats on this site.

National Geographic. "The Ocean."

<http://ocean.nationalgeographic.com/ocean/>

Learn about the many kinds of ocean life and how to protect the ocean on this site.

Sea Shepherd. "The Brutal Business of Shark Finning."

<http://www.seashepherd.org/sharks/shark-finning.html>

Learn about shark finning and how it hurts shark populations on this site.

Smithsonian National Museum of Natural History. "Ocean Portal: Find Your Blue."

<http://ocean.si.edu>

Visit this site to learn about ocean life and ecosystems, the threats to its health and organisms, and what people can do to help with its conservation.

PLACES TO VISIT

Take a trip to your local aquarium. Search online for potential places to visit in your city. Go with your family, friends, or classmates.