

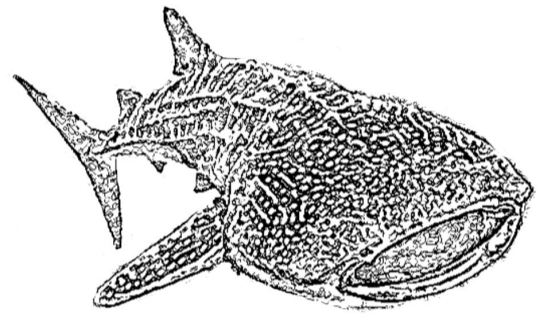


## Paquete de Actividades de Maggie

Nombre \_\_\_\_\_

### Tiburón Ballena

El tiburón ballena no es una ballena. ¡Es un pescado! Es el pez más grande del mundo. Puede crecer tan grande como un autobús escolar. Es grande, pero come pequeños animales llamados plancton.



El tiburón ballena nada con la boca abierta para atrapar el plancton.

Al tiburón ballena le gustan los lugares con agua tibia. La gente usa redes para pescar en estos lugares. El tiburón ballena puede quedar atrapado en las redes.

Si las personas encuentran diferentes formas de atrapar peces, pueden ayudar al tiburón ballena a sobrevivir.

A los tiburones ballena les gustan los lugares con agua tibia. Uno de estos lugares es por un país llamado **Mozambique**. Está en **África**. Puedes verlo en este mapa.



Colorea África verde.  
Colorea Mozambique rojo.  
Colorea el océano azul.

## TEACHER GUIDE

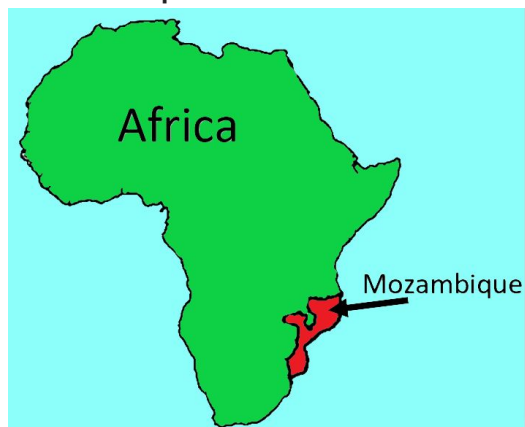
### Activity At-A-Glance:

Whale sharks are the largest known fish in the world, growing up to over 40 feet long. That is as long as a school bus! Whale sharks are filter feeders who eat plankton. They use structures called gill rakers to separate the plankton from the rest of the water that they take in through their mouths (Nelson, 2011). Whale sharks inhabit warm waters across the world's oceans. They will migrate long distances to arrive just in time for large blooms of plankton (National Geographic, n.d.). In Mozambique, scientists are tagging and tracking whale sharks to see where they spend the most time. They have found that they spend time in the same area that gill nets are used. Gill nets work by snagging the gills of fishes, trapping them. These nets are a big threat to the whale shark. Scientists are working with local fishermen to come up with alternative fishing practices to help protect the whale sharks (Rohner et al., 2018).

### Standards:

- Next Generation Science Standards (NGSS):
  - K-LS1.C Organization for Matter and Energy Flow in Organisms [DCI]
  - K-ESS3.C Human Impacts on Earth Systems [DCI]
  - 1-LS1.A Structure and Function [DCI]
- Common Core State Standards (CCSS) for ELA:
  - RI Key Ideas and Details

### Clave de respuestas:



### Take it Outdoors:

Materials (per each student group of 3 to 4 students) - Plastic shoebox, water, 1/4 to 3/4 cup of puffed rice cereal (use different amounts for each group), plastic comb. Tell students they are going to investigate what it would be like to be a whale shark. Take students outside. Hand out materials. Tell students to sprinkle the cup of puffed rice cereal on the surface of the water in the tub. Tell them to skim the plastic comb across the surface of the water to collect as much puffed rice cereal as possible, in one sweeping motion. (Do not scoop the prey or pin it against the sides of the tub.) Have students carefully remove the crisp rice cereal from the comb, place them on a clean paper towel, and count them. Compare numbers. Discuss: was it easy to catch their "prey"? Did some students catch more "prey" than others? Did the students that caught more start out with more? What would happen to the whale shark if the number of plankton in the ocean decreased?

### References:

- National Geographic. (n.d.) Whale Shark. Retrieved from: <https://www.nationalgeographic.com/animals/fish/w/whale-shark/>
- Nelson, M. (2011). WWF: Ten Whale Shark Facts. Retrieved from: <https://www.worldwildlife.org/blogs/good-nature-travel/posts/ten-whale-shark-facts>

- Rohner, C. A., Richardson, A. J., Jaine, F. R., Bennett, M. B., Weeks, S. J., Cliff, G., ... & Pierce, S. J. (2018). Satellite tagging highlights the importance of productive Mozambican coastal waters to the ecology and conservation of whale sharks. PeerJ, 6, e4161.