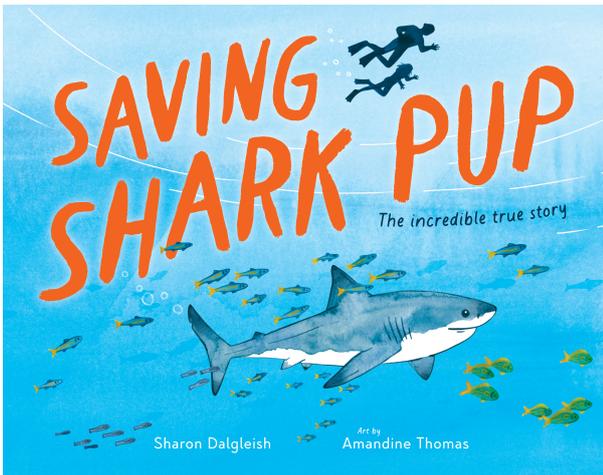


Saving Shark Pup

By Sharon Dalglish
Illustrated by Amandine Thomas



The true story of a great white shark pup who washed up on the beach and was rescued by the local community.

RECOMMENDED FOR

Ages 4 – 8 (Lower Primary)

THEMES

Marine life, conservation, great white sharks, animal rescue

ISBN (AUS)

9781761182013

SYNOPSIS

When a great white shark pup washed up on Manly Beach, the local community rushed to the shark's rescue, eventually releasing it back into the ocean.

Great white sharks are vital for the ocean ecosystem, and yet despite this, their beauty and mystery are rarely celebrated. This glorious picture book is a lyrical and emotive account of the shark pup's journey back to the ocean, interspersed by fascinating facts about great white sharks. The two narratives work together to inspire compassion and hope for one of the ocean's most feared and misunderstood threatened species.

AUTHOR MOTIVATION

NB: The book's Author Note mentions that the real-life shark pup that inspired this story was named Fluffy by a young boy who was in the crowd when it washed ashore.

'I wrote a number of different versions of Fluffy's story, both fiction and nonfiction, before settling on the final structure and voice. One version was even in first person from the shark's POV. This version was particularly harrowing to write as I became Fluffy and felt everything through his eyes. When that draft was finished, I had to take a break and write a silly poem to recover! This nonsense poem was about a goldfish that ate a grandma and was published in *The School Magazine*.'

Sharon Dalgleish

ILLUSTRATOR MOTIVATION

'I love championing misunderstood animals – in my own books, I often try to include such "anti-heroes," singing the praises of the shy wolf or the humble earthworm. Shark pup immediately captured my interest, and I loved illustrating a true Australian story featuring an unlikely hero!

'*Saving Shark Pup* is also a wonderful way to introduce children to empathy and kindness as tools to protect our planet and its creatures. Because, for many kids, what better way is there to develop a loving and caring relationship with our environment but through a book? Indeed, I personally use books and stories to encourage my own four-year-old daughter not only to respect creatures big and

small (cuddly or scary!), but also to teach her about the importance of all species for the balance of our fragile ecosystems. Including sharks, wolves and worms!'

Amandine Thomas

ABOUT THE AUTHOR

Sharon Dalglish worked for many years as a librarian, and then as a teacher. She now spends her days writing stories, non-fiction and poetry for children. She has published over fifty books for the education market, as well as numerous textbooks and resource books for primary school teachers. Sharon lives in Sydney with Maisie, her rescue dog/office assistant.



ABOUT THE ILLUSTRATOR

Amandine Thomas is an award-winning author and illustrator based in the leafy Dandenong Ranges near Melbourne, Australia. At age four, she announced to a bewildered family that she would become a children's book illustrator, and grew up writing and illustrating short stories that she compiled into crooked, clumsily stapled booklets. Her vibrant watercolour illustrations have featured in children's books and magazines, and she has worked with a variety of clients from across the globe, sharing stories of positive change for people, for communities, and for the planet.



IN-CLASS DISCUSSIONS AND ACTIVITIES

Comprehension Questions

- Why did shark pup swim away from his mother as soon as he was born?
- What happened to shark pup when he was caught in the surf?
- Why did the divers wear chain-mail gloves when helping shark pup?
- What problem did shark pup have when he was in the ocean pool?
- How did the divers keep shark pup safe overnight?
- Why couldn't shark pup stay in the ocean pool or in captivity?
- What special care did shark pup receive before being released back into the ocean?
- How did the divers transport shark pup? What did shark pup do when he was finally released back into the ocean?
- Read the Author's Note at the end of the story. Does this note mean that the story is fiction or nonfiction?

Language Questions

- Foreshadowing is when an author provides hints about what will happen later in a story. Can you find any examples of foreshadowing in the first part of the story?
- The author uses action words like *'snatch'*, *'tumble'*, *'fling'* and *'smash'* to describe what happens to shark pup. How do these words make you feel? Why do you think the author chose strong, powerful words instead of gentler ones?
- The author writes *'Shark pup cannot stay here!'* with an exclamation mark. Find other sentences with exclamation marks in the book. What do these marks tell us about how to read those sentences?
- Look at the sentence: *'Slowly, they drag shark pup out past the breaking surf'*. Then later: *'stumbling'*, *'running'*. How does the pace change from slow to fast? What is happening in the story at these different moments?
- The author describes shark pup's experience: *'The sounds and smells of shark pup's world turn upside down'*. What senses is the author helping us imagine? Can you find other parts where the author describes what shark pup sees, feels, hears, or smells?

- At the end, the text says shark pup '*follows the call of his wild, deep world*'. The ocean doesn't really 'call' – so what does the author mean by this? Why is this a more interesting way to describe the ocean than just saying 'shark pup swam away'?

Maths Questions

- Shark pups are typically 1.5 metres long when they are born. An adult great white shark can measure up to 6 metres long. How much longer is an adult great white shark than shark pup?
- If newborn great white shark pups are about 1.5 metres long and shark pup was 1.8 metres when he was rescued, how much had he grown since he was born?
- Great white sharks can swim up to 55 kilometres per hour. If a shark swam at this speed for 2 hours, how far would it travel?
- If the divers started watching shark pup at 6 pm on Monday, what time would it be when they had been with him for exactly 24 hours?
- Great white sharks can dive 1200 metres deep. If a shark dove down 800 metres, how much deeper could it still dive to reach its maximum depth?

Science Questions and further study

- How do sharks breathe underwater? What body part do they use to get oxygen from the water?
- What happens to a shark when it is turned upside down? Why is this dangerous for the shark?
- Sharks have special sensors called electroreceptors. What do electroreceptors help sharks detect in the ocean?
- Great white sharks have been around since the time of dinosaurs. What does this tell us about how well sharks have adapted to living in the ocean?
- Sharks are called 'apex predators' because they hunt other animals in the ocean. Why do you think it's important for oceans to have sharks? What might happen to the ocean if there were no sharks left?

Technology Question

- The divers used a special scissor net to transport shark pup safely. This net could open and close around the shark without hurting him. Can you design your own tool or invention that could help rescue a sea animal safely? Draw a picture and label the parts to show how it would work.

Extension thinking prompts:

- What materials would you use? (Would they be hard or soft? Waterproof?)
- How would your invention keep both the animal AND the rescuers safe?
- Would your invention float or sink in water?
- How would people carry or move your invention?

The Arts – Whole Class Activity – Make Your Own Oceanscape

Materials needed:

- Large butcher paper or poster board (at least 1 metre wide)
- Blue and green paint or crayons
- Magazines (especially nature/ocean magazines)
- Scissors (child-safe)
- Glue sticks
- Coloured paper (blues, greens, greys)
- Cotton wool or tissue paper
- Markers and pencils
- Pictures of ocean animals (printed or from magazines)
- Optional: Sand, shells, blue cellophane, aluminium foil

Activity Instructions

- **Introductions (5-10 minutes)**
 - Discuss: What do we know about where shark pup lives? What might be in his ocean habitat?

- List ideas on the board: other fish, plants, rocks, currents, deep water, etc.
- **Planning (5 minutes)**
 - Divide the class into small groups (4-5 students per group)
 - Assign each group a section of the habitat to create:
 - Group 1: Ocean surface and sunlight zone
 - Group 2: Middle ocean waters
 - Group 3: Deep ocean floor with rocks
 - Group 4: Ocean plants and seaweed
 - Group 5: Ocean animals (fish, squid, seals)
 - Group 6: Shark pup and other sharks
- **Creating (20-30 minutes)**
 - Each group works on their section:
 - Paint or colour the background
 - Cut out pictures from magazines
 - Draw and colour their own ocean creatures or features
 - Add textures (cotton wool for waves, crumpled paper for rocks)
 - Teacher tip: Circulate and ask questions like:
 - What does shark pup need in his habitat to survive?
 - How deep is the ocean where shark pup lives?
 - What colours do we see in deep ocean water?
- **Assembly (10-15 minutes)**
 - Bring the whole class together
 - Each group presents their section briefly (1-2 sentences about what they created)
 - Help students arrange and glue all sections onto the large poster
 - Add labels together:
 - Use 'Shark Pup's World' as the title
 - Label key features: 'deep water', 'fish', 'rocky ocean floor', etc.
- **Reflection (5 minutes)**
 - Display the finished poster in the classroom
 - Discuss:
 - What would happen if parts of shark pup's habitat were damaged?
 - Why was it so important to return him to this environment?



Name _____ Date _____

Write a Shark Poem

- 1 Brainstorm as many words as you can about sharks and the ocean. You could add words you liked from *Saving Shark Pup*.
- 2 Use some of the words to draft a poem about sharks or the ocean.
- 3 Think of an interesting way to publish your final poem.

Shark Word Bank

Draft Poem Ideas