

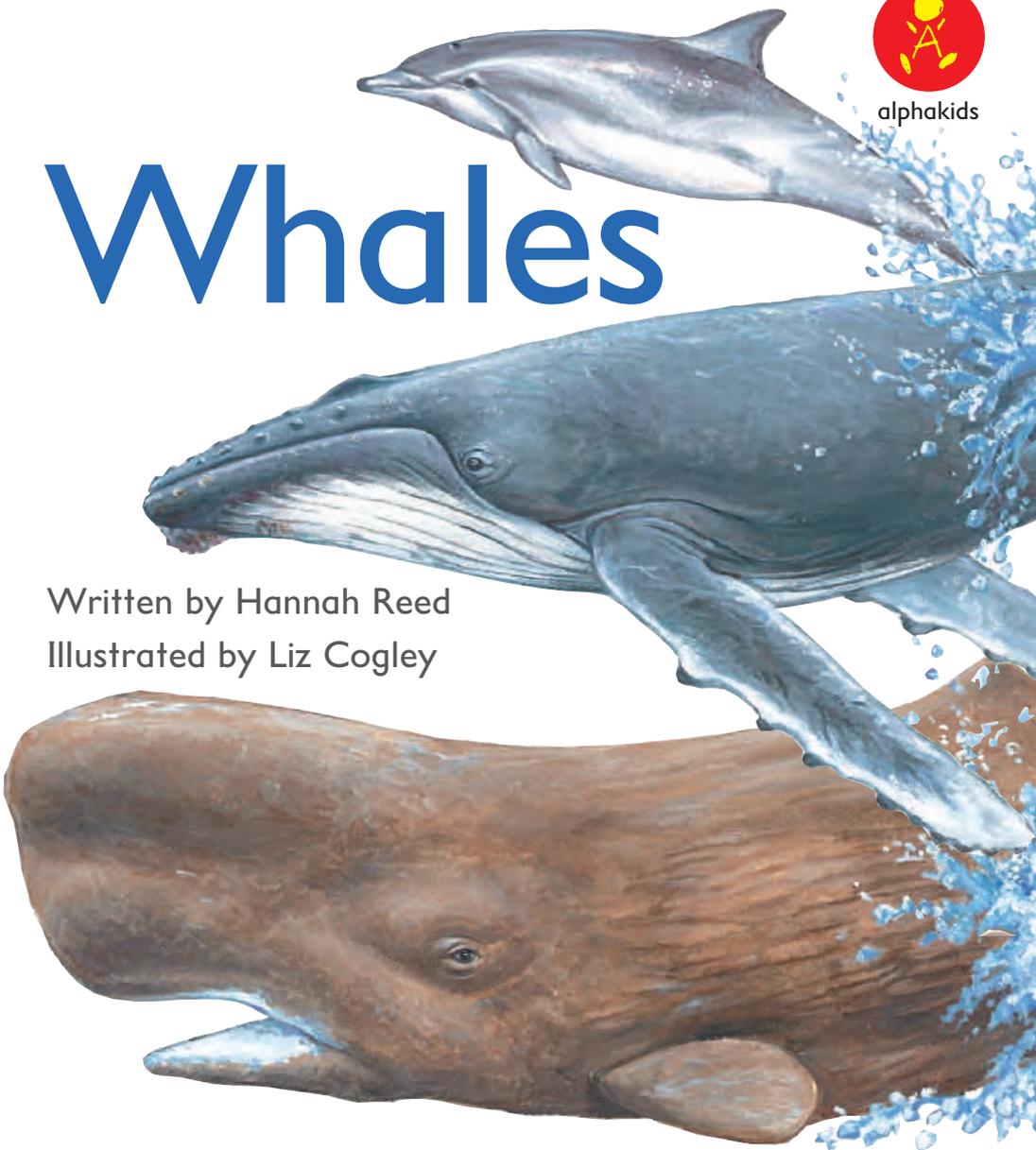


alphakids

Whales

Written by Hannah Reed

Illustrated by Liz Cogley



Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

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Developed by
Eleanor Curtain Publishing
Text: Kerrie Shanahan
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3405 3

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04 05 06

How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The book is written in a question-and-answer format.
- A contents page is provided.

Vocabulary

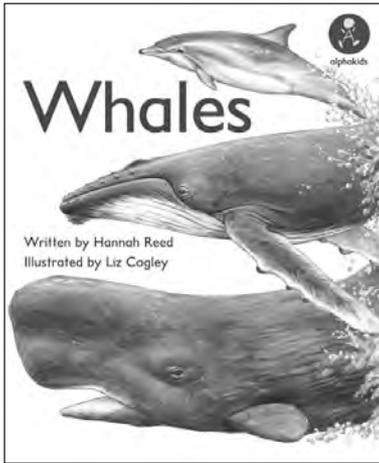
blubber, born, breathe, fish, layer, milk, pods, warm-blooded, whales

Setting the context

Ask the children to think of any questions they have about whales. List these on the board for future reference.

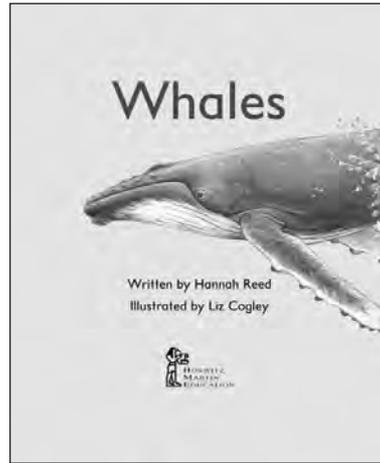
Introducing the book

We are going to read a factual book about whales. What sort of information do you think will be in the book?



Front cover

Show the front cover to the children.
Are these animals all whales? What is the same about the three animals? What differences can you see?



Title page

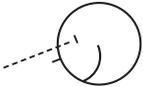
This book is written by Hannah Reed. What sort of things did she need to know to write this book? How could she have found out information for the book?



Talkthrough

Point to the table of contents.

This is called a table of contents. What information does it give us? What page would I go to if I wanted to find out what whales eat?



Observe and support

Can the children explain the purpose of a table of contents?

What is a table of contents for?

What would you read about on page 8?



Contents

Where do whales live? 5

How do whales breathe? 6

How do whales stay warm? 8

What do whales eat? 10

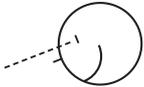
Where are baby whales born? 12

Do whales live in family groups? 14



Talkthrough

Whales live in the sea. Do you think whales can breathe under the water? What makes you think this? What do we learn from the writing?



Observe and support

Do the children understand the organisational structure of the text? Do they read the question and then the answer?

Can you show me where the question is on this page? How did you know this?

Where is the answer written?



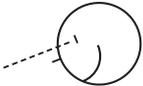
Where do whales live?

Whales live in the sea.
They are warm-blooded animals
and they breathe air.



Talkthrough

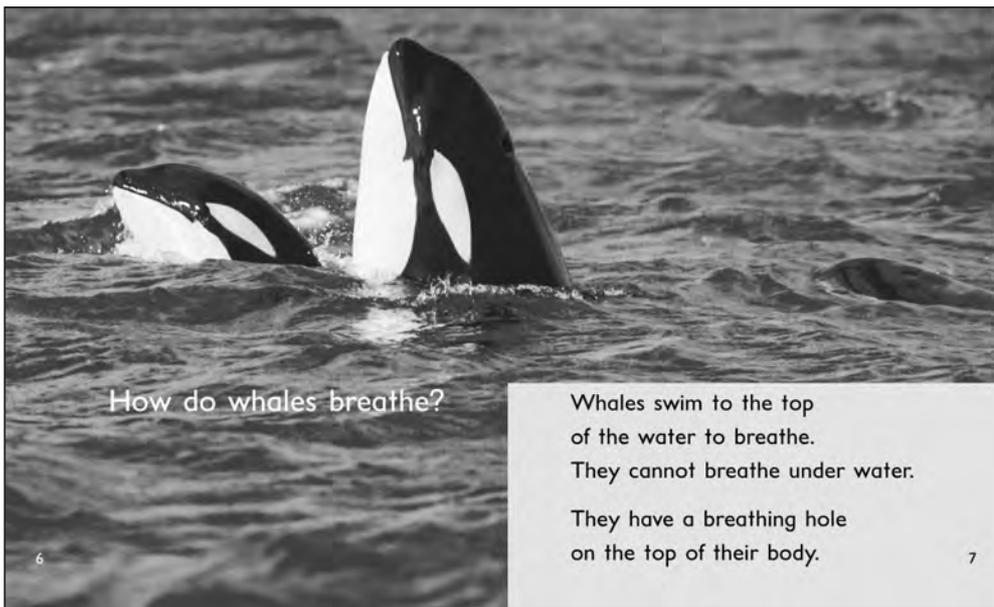
Whales cannot breathe under water. What do you think these whales are doing? How do you know this? How do whales breathe?



Observe and support

Can the children use their knowledge of phonics to support their reading? Do they identify the digraph /br/ at the start of the word 'breathe'? Mask the rest of the word, showing only the /br/.

What sound do these two letters make? What other words have this sound? What word would make sense here?



How do whales breathe?

Whales swim to the top of the water to breathe. They cannot breathe under water.

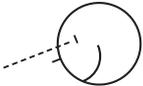
They have a breathing hole on the top of their body.



Talkthrough

Look where this whale is swimming. Could you swim here? Why or why not?

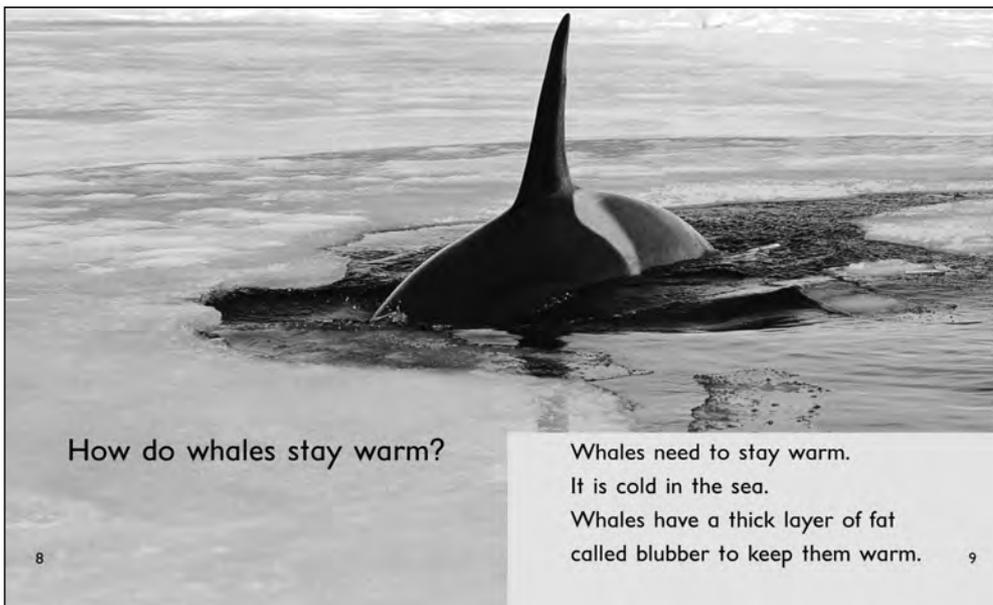
Would the whale be cold? How does it keep warm?



Observe and support

Do the children use contextual information to understand the meaning of new words, such as ‘blubber’?

What is blubber? How do you know this? Why do whales have blubber?



How do whales stay warm?

8

Whales need to stay warm.

It is cold in the sea.

Whales have a thick layer of fat
called blubber to keep them warm.

9

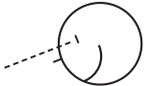


Talkthrough

Whales find their food in the water. What do you think whales eat?

How do you know this?

Why do you think the illustrator has drawn circles around the food?



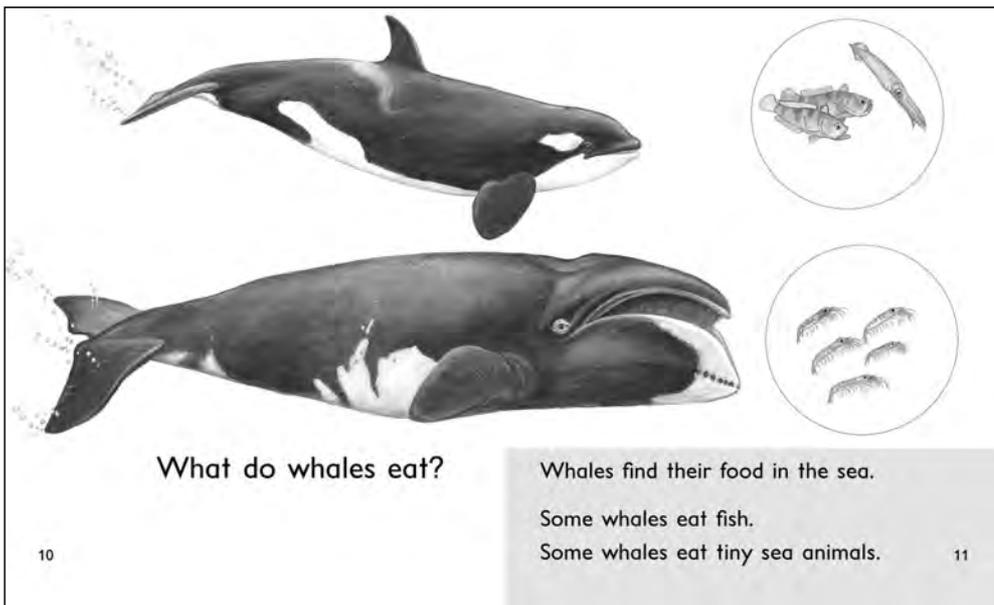
Observe and support

Can the children understand the text?

Do all types of whales eat the same food? How do you know this?

Do whales eat big things or small things?

Do you think they would eat a lot of food? Why?



What do whales eat?

Whales find their food in the sea.

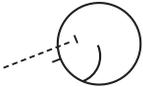
Some whales eat fish.

Some whales eat tiny sea animals.



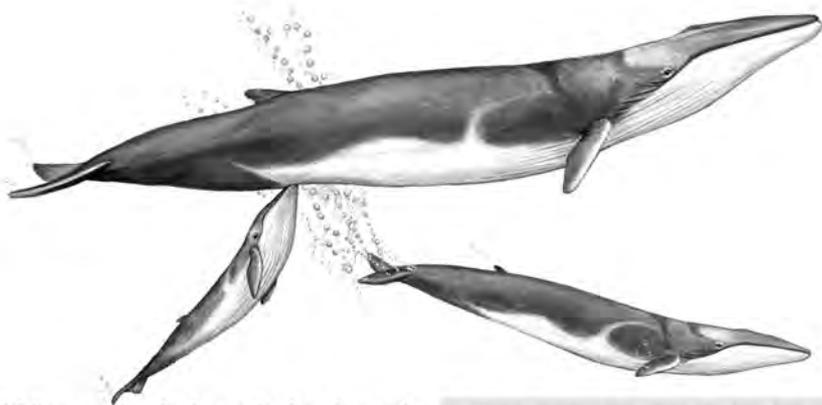
Talkthrough

Baby whales can swim as soon as they are born. Do you think the small whale in this picture is a baby whale? Why or why not?



Observe and support

*Do the children self-correct when reading?
I noticed you stopped when you made a mistake. How did you know you made a mistake? I liked the way you re-read the sentence using the correct word.*



Where are baby whales born?

Baby whales are born in the sea.
They can swim as soon as they are born.

They feed on milk from their
mother's body.

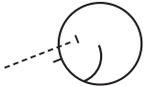


Talkthrough

How many whales can you see in this picture?

Do you think whales live together in groups or by themselves?

Why do you think this? Why would this be good for whales?



Observe and support

Can the children read the text fluently?

I liked the way you read those pages. You read clearly and I could understand all the information.

Assist the children by modelling fluent reading for them if necessary.



Do whales live in family groups?

Many whales live together
in family groups called pods.
They swim together.

14

They look after each other.
They make sounds to find each other.

15



Talkthrough

What part of a whale is this?

Why is it shown at the end of the book?



The sea has everything
a whale needs to stay alive.

16



After reading

Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions.

How do whales breathe?

How do whales stay warm?

What do baby whales eat?

Why do baby whales need to swim as soon as they are born?

Do all whales look the same?

Being a code breaker

Explore the following language features:

- Words that rhyme with 'look': book, cook, hook, nook, rook, shook, took.
- Hearing sounds: ask the children to listen for all the words that start with the /w/ sound as you read the book to them.

Being a text user

Refer to the list of questions posed prior to reading the book.

Which of our questions did the book answer?

Which were only partly answered? Which were not answered at all? What information was contained in the writing? What did you learn from the pictures?

Being a text critic

What did the author need to know to write this book?

What information has she included? What has she left out?

Why did she write the book in a question-and-answer format? Did you like this format? Why or why not?

Assessment

Can the children:

- explain how to read and use a contents page?
- explain what a question-and-answer format is?

Responding to text

 The children could work in cooperative groups to build an underwater diorama in a box. Blue cellophane could be placed on the outside of the box to give the impression of water. The children should try to show all they have learned about whales.

 Write the questions on the contents page on strips of paper. Lay the strips face down and ask the children to choose one strip each. Each child then needs to find the answer to his or her question. Encourage the children to use the contents page to find the answers.

 The children could browse through this and other familiar texts to list words starting with the /w/ sound.

Writing

The children could write their own question-and-answer book about another animal they know about, such as a dog or cat. Encourage them to include a contents page.



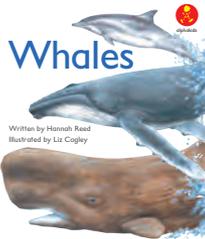
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Whales

Curriculum link: Science

Text type: Explanation

Reading level: 9

Word count: 138

High-frequency words: a, can, have, in, is, it, look, make, of, on, the, they, to

Vocabulary: blubber, born, breathe, fish, layer, milk, pods, warm-blooded, whales

Possible literacy focus

Understanding the purpose of a contents page.
Understanding the structure of a question-and-answer book.

Summary

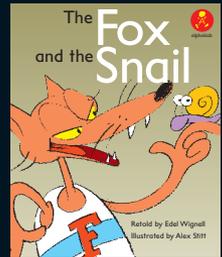
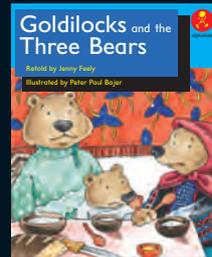
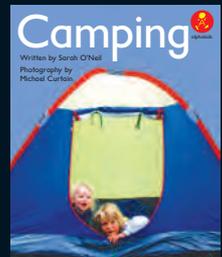
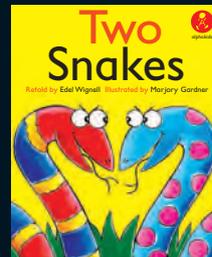
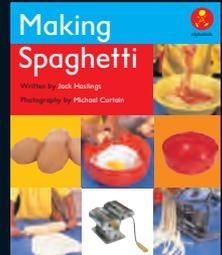
This book is an explanation of how whales live in the sea.

ISBN 0-7253-3405-3



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Other books at this level



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