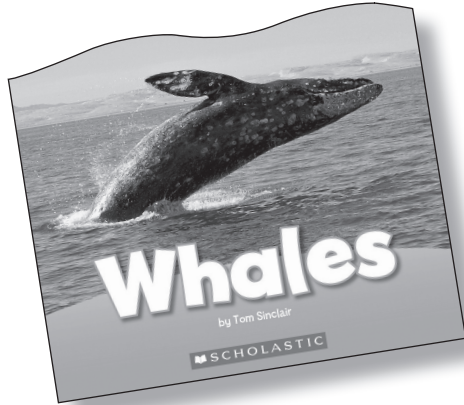


Whales



Written by Tom Sinclair

Text Type: Non-fiction: Description — Report

Guided Reading Level: J

Summary: This book describes the world of whales. It provides information about whales being mammals, their offspring, how whales breathe, the two categories that whales fall into, and it compares the sizes of a variety of whales.

Word Count: 335

Text Features

- ▶ table of contents
- ▶ headings
- ▶ labels

Visual Literacy

- ▶ illustrations
- ▶ photographs

Text Supports

- ▶ photographs support the text
- ▶ table of contents gives overview of whales

Possible Text Challenges

- ▶ metric measurements
- ▶ comparison of whale sizes
- ▶ specialized vocabulary: *mammals, baleen, calf, blowhole, pods, echolocation, flukes, breaching*

First Session (pages 3-11)

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ making connections

Working with Words

- ▶ using word parts to solve unfamiliar words
- ▶ using consonant blends to decode unknown words

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize to find the main idea and supporting details
- ▶ make connections to personal knowledge
- ▶ solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in groups and pairs

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Two Reading Guide.



BEFORE READING

**Making connections/
text features**

Activating and Building Prior Knowledge

- ▶ Hold up a copy of the book ensuring that students can see the front cover. Ask students if they think it will be a fiction or non-fiction book and why they think that. Invite some students to share their ideas.

I notice the book has a wavy edge like water and there's a photo of a whale on the cover. This makes me think it is a fact book. [Read the back cover.] What do you think now?

Making connections

- ▶ Invite students to share what they know about whales and any questions they have. Students can orally share their ideas and record any questions that they have on sticky notes.

On sticky notes, I want you to write down any questions you may have about whales.

Teaching Tip:

Students can put the sticky notes in their response journal, if they have one.

**Making connections/
text features**

Discussing Supports and Challenges

- ▶ Prior to the first lesson, place sticky notes or other bookmarks on page 11 of the books. This will indicate the end of the first session.
- ▶ Hand out copies of the book and ask students to open the book on page 3. Read the heading and point out that a contents page tells readers how a book is organized and can help them to find information in the book. Read a couple of the section titles. Can students make connections to any specific details they might read about in any of the sections?

Water Mammals... You probably know that whales live in the ocean, but did you know that they are mammals? Let's see what other information about whales is on page 4.

ELL Note:

Guide students through a picture-walk of the book. Have students view the photographs to build their background and visual knowledge about whales.

**Visual literacy/text features/
evaluating**

- ▶ Invite students to turn to pages 4–5. Prompt students for the location of the heading, text, photograph, and label, if necessary. Explain that each section in the book will contain these features. Locate the text box and point out the design.

Look at the area where the text is. What does it remind you of? Yes, that's right—an air bubble. Do you think this is a good choice in a book about whales? Why or why not?

Synthesizing

- ▶ Read the text on page 4, having students track the print along with you. Model how to determine the main idea and supporting details by thinking aloud as you read. Focus on showing students how to decide what is important.

After reading this, I know whales are mammals, which means they breathe air, have live babies, and feed their babies with milk—just like other mammals.

Print concepts

- ▶ Ask students to look at page 5 and find the label on that page. Discuss the purpose of labels.

It's important to read labels as they give us information about the photograph or text. What is this label giving us information about? Yes, that's right—the photograph. What's the name of this whale?

Synthesizing

Setting a Purpose

- ▶ Focus the reader on a comprehension purpose.

We're going to read to the end of page 11. As you read, I want you to find the main idea for each section and the supporting details. Think about how these ideas fit with what you already know about whales.

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson plan to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Analyzing
Making connections
Self-monitoring
Self-monitoring
Word solving and building
Word solving and building
Word solving and building

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - If whales aren't fish, what are they?
 - How are whales like other mammals?
 - Did that idea make sense? Maybe you should go back and read that again.
 - What questions are you asking yourself about whales?
 - Can you find a chunk or a small word you know within that word?
 - Can you sound out the word?
 - Does that word remind you of another word?

ELL Note: Clearly display decoding strategies, such as using word parts, sounding out the word, and using smaller words within the word. Students can use these strategies when they come across an unfamiliar word.

Analyzing

- ▶ If some students finish early, ask them to revisit the questions they put on sticky notes before reading. Tell students that active readers question as they read, focusing on the main ideas and on what they know or don't know. Were their questions answered? Do they now have new questions to put on sticky notes? Students can write down any new questions as they read and then can go back to their notes and evaluate them when they finish reading.
- ▶ Note successful reading strategies and any remaining reading challenges.

Teaching Tip:

Students can use their response journals to record the main ideas and supporting details as they read.



AFTER READING

Synthesizing

- ▶ Revisit the purpose for reading: Finding the main idea and the supporting details for each section to the end of page 11.

What main ideas did you learn about whales? What details supported each main idea? Did any of your thinking about whales change as you read this book? If so, in what way?

Synthesizing

- ▶ Have students share one idea and supporting details about whales with a partner. Choose some students to share with the class. Note those students who use vocabulary from the text (e.g., *mammals, calf, blowhole, pods*, and whale names).

Evaluating/synthesizing

- ▶ Extend understanding by offering prompts to continue the discussion:
 - What do you think is the most important fact about whales so far?
 - What is the purpose of the labels? What is the purpose of the photographs? How did these text features help you?

Analyzing/synthesizing

- ▶ Ask students to revisit the questions they wrote on sticky notes while reading.

Were your questions answered? What new questions do you have?

Word solving and building

- ▶ Have students find the word “breathe” on page 8. Ask what sound “breathe” begins with. Tell students that “br” is a consonant blend. Two consonants work together to make a single sound. Have students say the “br” sound. Ask them to turn to page 11 and find other consonant blends on that page (e.g., “wh,” “sw,” “th,” and “gr”).

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I noticed that Tara found the smaller words “hump” and “back” and then put them together to read “humpback.” Well done, Tara.

Second Session (pages 12–24)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ using a range of sources (photographs, illustrations, context) to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text to compare and contrast whales
- ▶ evaluate text features
- ▶ use a range of sources to solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in groups and pairs
- ▶ presenting researched information



BEFORE READING

Synthesizing

Activating and Building Background Knowledge

- ▶ Ask students to summarize what they have already learned about whales. If necessary prompt them with some information.

Can anyone tell me what they've learned about whales so far. Yes, that's right—whales are mammals. They give birth to their young, they breathe air, and they swim together in pods.

ELL Note:

Some students may need more support summarizing. Provide them with a main idea, and ask them to provide the supporting details.

Text features/print concepts

Discussing Supports and Challenges

- ▶ Turn to pages 12–13 and review the layout with students, pointing to each text feature (e.g., heading and labels) as you describe them. Model for students what you can learn from each feature.

Let's read the heading. It lets us know what this section is about. This label shows us one of the reasons why this kind of whale is called a toothed whale. This label on page 13 identifies another kind of toothed whale, the beluga whale.

Visual literacy/analyzing

- ▶ Preview pages 18–19. With students, read the text and follow the instruction to compare the size of the man to the sizes of the whales. Encourage students to make other comparisons.

Look at the size of the man compared to the sizes of the whales in this illustration. The whale above the man is much bigger than he is. How much bigger do you think? Which whale is the smallest? Which whale is the biggest?

Analyzing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Now I want you to read to the end of the book to find out what kinds of whales there are.



DURING READING

Self-monitoring

Analyzing

Analyzing

Word solving and building

- ▶ Ask each student to read the book independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Did that make sense? Reread the sentence and think about what would make sense.
 - What kind of whale is a beluga whale?
 - Show me the illustration that shows how big a blue whale is.
- ▶ Using letter cards, write the word “echolocation.” Break the word into syllables and show students how they can blend the chunks to solve the bigger word (ech-o-lo-ca-tion). Demonstrate figuring out the meaning of the word using context and visual clues.
- ▶ Note successful reading strategies and any remaining reading challenges.

We're going to reread the text on page 22 to help us figure out what "echolocation" means. We can use the illustration to help, too.



AFTER READING

Analyzing

- ▶ Revisit the purpose for reading: Read to the end of the book to find out what kinds of whales there are.

What are the two kinds of whales? Yes, that's right—a toothed whale has one blowhole and pointy teeth. A baleen whale has two blowholes and plates instead of teeth. What else is different about these kinds of whales?

Analyzing/synthesizing

- ▶ Ask students to revisit the questions they wrote on sticky notes while reading.

Were your questions answered? What new questions do you have?

Evaluating

- ▶ Have students turn to a partner and share three facts they found interesting.

What did you find interesting about the two kinds of whales? Why did these facts get your attention?

Evaluating

- ▶ Discuss with students the text features they found the most useful in helping them to read the book.

Did you find the labels helpful? What is their purpose in the book? What other things in the book helped you to read?

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I saw Justin notice that he missed a label, so he went back to read it. He knows that labels help us to understand the rest of the text.

Rereadings

- ▶ Provide opportunities for each student to reread the text independently.

Focused Follow-Up

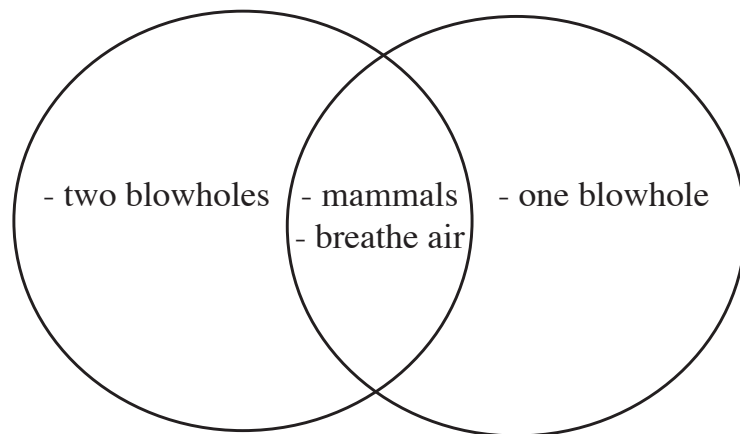
The following activities are optional. Choose those that best meet your students' needs.

Compare and Contrast

Analyzing/synthesizing

- ▶ In groups, have students compare and contrast baleen whales and toothed whales. Provide each group with a Venn diagram and ask them to write “baleen whales” above the left circle and “toothed whales” above the right circle. Students can write down the facts for each type of whale in each circle, then write down facts that apply to both kinds of whales in the centre section. Have students share their findings with another group.

baleen whales toothed whales



Create a Graph

Analyzing/synthesizing

- ▶ In pairs, have students rank the whales in order from the smallest to the biggest. Invite students to work with their partner to create a graph based on their rankings of the whales from the smallest to the biggest. Students could use a trundle wheel or a metre stick to figure out the actual length of some of the whales.

Work with a partner to put the whales in order from the smallest to biggest. Use the picture of each whale and the measurements in the labels to help you.

Teaching Tip: Understanding metric measurements and comparing and contrasting the sizes of the whales may be a challenge for some students. Students can share strategies with their partners.

Word solving and building

Researching Whales

- ▶ Invite students to research more interesting facts about whales. You might provide books about whales or consider bookmarking an appropriate Internet site for students. Focus students on the way the book is organized, having them note the headings used. Invite students to use these or similar headings to organize their own research report on whales. Ask them to include at least three headings in their report. Remind students to include the main idea and supporting details for each heading.

Presentation

- ▶ Students could work in pairs or small groups to present their research reports to the rest of the class.

Create a Glossary

- ▶ Ask students to create a simple glossary for the book focusing on key words (e.g., *mammals*, *Pods*, *echolocation*, *baleen*, *calf*, *blowhole*, *breaching*, and *flukes*). Students can find explanations for these words in the book. Provide examples of simple glossaries to help students.

Multi-Syllabic Words

- ▶ Select some multi-syllabic words from the text (e.g., *mammals*, *Humpback*, *blowhole*, *Beluga*, *baleen*, *Pilot*, *breaching*, *echolocation*). Make a word card for each word and cut each card into syllables. Students can rebuild the words, saying each quietly as they rebuild it. Students can also sort the words into columns based on the number of syllables.

ELL Note:

Provide word cards or the text as a reference.