

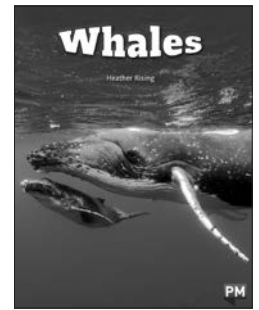
Whales

PM Level 24

Silver

Text Type Information Report

Running Words 1233



Preparing for Guided Reading

Prior Knowledge

- Ask students what they already know about whales, such as where they live, what they look like and what they eat. Invite students to suggest what they think they will learn about in the book.
- Ensure that students understand the basic structure of an information report, including what they might expect to learn about in the description section.

Orientation to the Text

- Whales are some of the largest creatures on Earth. These ocean-going mammals are fascinating for their unique features and behaviours. Despite their size, whales are under threat from humans and climate change.

Building the Balanced Reader

Vocabulary

Key Vocabulary

blubber, bristles, calves, extinction, mammals, migrate, migration, pods, predator, warm-blooded, whales

Content Words

Antarctica, Arctic, baleen, beluga, blowhole, climate, equator, humpback, Indigenous peoples, international, Inuit, keratin, krill, liquid, narwhal, nostrils, orcas, plankton, pygmy sperm whale, satellites, sensors, toothed, whale

Decoding

- Explicitly teach students how to use the pronunciation guides provided in brackets after words, and talk about why they are there.
- Look at the word *international* with students. Ask, *What smaller words can you see in this word? Where are good places to break it to make it easier to read?*

Focusing on the Book – Guided Reading

- Look at the front cover of the book and read the title together. Ask, *What can you see on the cover of the book? How does this help you to know what the book might include?*
- Read pages 2–3 together and point out the word *blowholes*. Ask, *How can you use your knowledge of words to help you work out what this word means?*

What else can you use? Look the word up in the glossary and compare the meaning with students' suggestions.

- Continue to page 8. Discuss what a topic sentence is and how they can help you to understand what the text is about. Ask, *What are the topic sentences on this page? What information do they give? What information is in the rest of the paragraph?*
- Point out the word *migration* on page 10. Ask, *What is the base of this word? How might it help you work out the meaning?* Locate the word *migrate* in the text on the page and talk about what it means in the context of the sentence.
- Read to page 14 together. Ask, *What is the topic sentence in the first paragraph? What do you notice about where in the paragraph it is located?*
- Read the first sentence on page 18 aloud to students and let them know that it is a topic sentence. Ask, *What other information do you think will be in this paragraph?* Invite students to give reasons for their responses.
- Look at the word *sensors* on page 20 together. Ask, *What is the base of this word? How does the base relate to the meaning?*

Comprehension

- What are the two main groups of whales? (*Literal*)
- Why might whales need to communicate with each other? (*Inferential*)
- Why is it important that we protect whales? (*Applied Knowledge*)

Follow-up Activities

- Reread page 12 about how long whales can hold their breath. Use an outdoor space that you can measure the length of, and have students walk laps of it while holding their breath to see how far they can go. Talk about how many laps of the area are in 1000 metres to give students an idea of how long whales can hold their breath. Have each student draw a diagram and write about how they went in comparison to a whale.
- Revise what a topic sentence is with students. Write a topic sentence on the board about a subject familiar to students, such as “*My classroom*” and have them complete the paragraph. Talk about the different things students chose to include.

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Learning Intentions

- We are learning to identify topic sentences.
- We are learning to work out what words mean.

• _____

Success Criteria

- I can find a topic sentence in a paragraph and explain my choice.
- I can use the context and my knowledge of words to predict word meanings.

• _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up