

Level	15
Word Count	356
Text Type	Literary recount
High Frequency Word/s Introduced	if

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

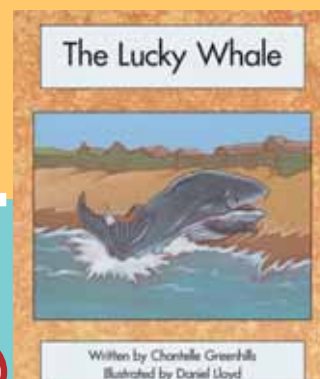
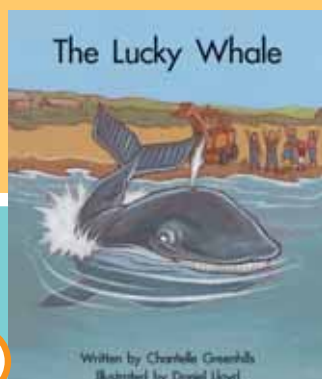
Cover & Title Page



Ask the children to look at the cover illustration and title. Invite the children to discuss what might be happening in the picture and share any experiences.



Encourage the children to think about their reading strategies. Discuss what they do when they come across an unknown word.



Ask the children to respond to the book. What did they learn about whales stranded on beaches? Did they think the author chose a good title? Have them justify their answers.



Have the children analyse the text in terms of animal rescues. Compare the rescue of an injured elephant in a zoo to the rescue of a whale. How would the rescue be the same/different?

AFTER READING

BEFORE READING

2/3

Ask the children to look at the illustrations and suggest what is happening. Discuss with the children the characters in the story and predict the roles they play.

Ask the children to locate *oy* vowel blends on page 2 and 3. Invite the children to brainstorm other words that contain *oy* vowel blends.



Discuss with the children why it was important to get help straight away. Why did the family need extra help?

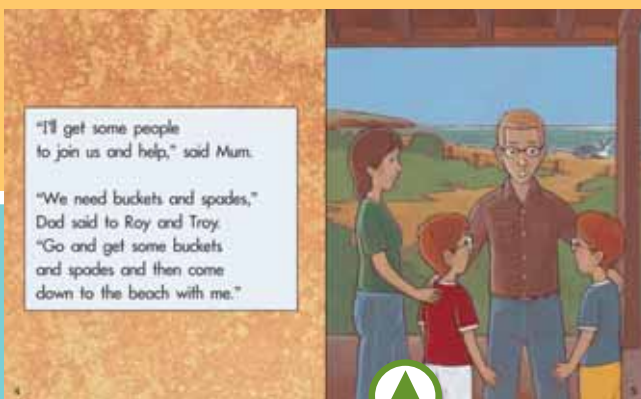
Discuss contractions with the children. Explain that they are two words that have been combined. Have the children scan the text for them.

AFTER READING

BEFORE READING

4/5

Ask the children to look closely at the illustrations on page 5. Invite the children to discuss how the characters might be feeling.



Discuss with the children the tools that Roy and Troy were sent to get. Ask the children to suggest ways the tools could be used to rescue the whale.

Revise the vowel blend *oi*. Ask the children to scan for words that contain the blend. Explain to the children that *oy* and *oi* vowel blends sound the same.

AFTER READING

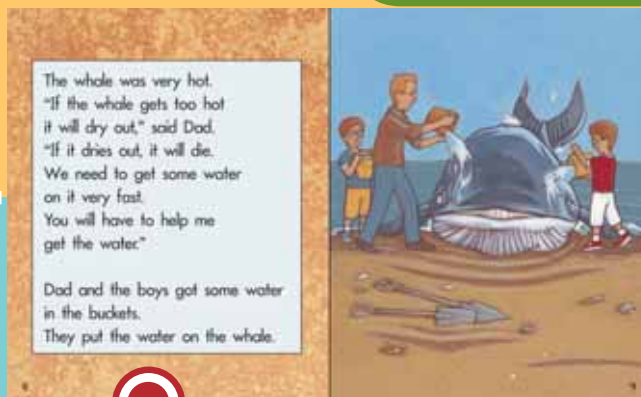
Explain the term *team work*. Discuss with the children working together as a team, versus working on your own. Invite them to share their own experiences.



Discuss with the children the jobs for each family member. Was this the best way to organise a whale rescue? Have the children think of other ways.

Have the children look at the illustrations. What are the boys and Dad doing? Is it helping the whale get back out to sea?

Discuss with children the use of speech marks in the text. Explain that speech marks are used when someone is talking. Locate the speech marks on the page.



Have the children look closely at the text. Discuss the events in the story until now. What would they have done the same/differently with the rescue so far? Have them justify their answers.

BEFORE READING 10/11

Explain to the children what trenches are. Brainstorm with the children different uses of trenches.



Discuss with the children the idea of digging a trench around the whale. Would it be helpful? Have them justify their answers. Are there other ways of keeping the whale cool?

AFTER READING

The Lucky Whale

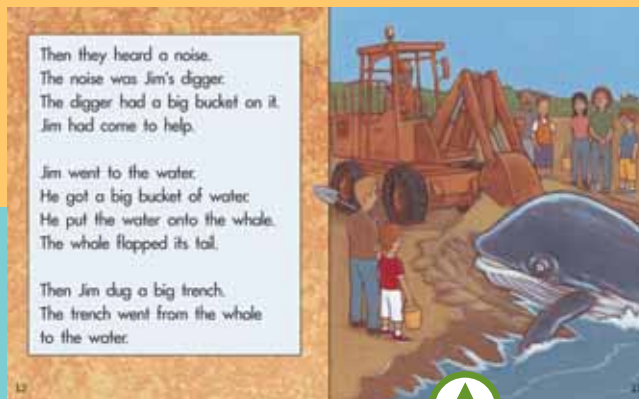
Carla Crocodile's Knitting

The Giant's Fire

Bronko's New House

BEFORE READING 12/13

Ask the children to look at the illustrations. What do they think about the people in the community?



Discuss with the children how the whale might be feeling. What things have the people done to keep the whale calm? How did the whale react to the bucket of water being poured on it?

Ask the children to scan for words with the oi vowel blend.

AFTER READING

Saving Tigers

What Is a Frog?

Ruby and the White Rat

Don't Throw It Away



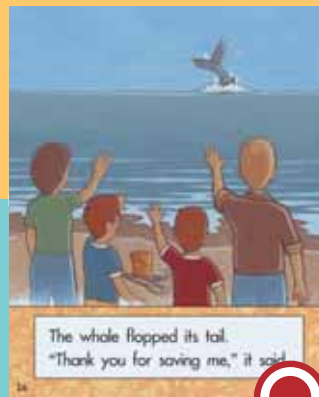
Have the children locate the speech marks on page 14. Who is talking? Have them justify their answers.



Discuss with the children the rescue of the whale. Discuss their thoughts on the rescue. Was this the best way to rescue the whale? What could have happened if it didn't work?



Remind the children that their reading needs to make sense and sound right.



Discuss with children how the boys knew the whale was thanking them. Invite them to revisit the illustrations and text to find the answer.



Invite the children to analyse the text. How would the book have been different if there were 20 whales stranded on the beach? What would the children do?

15 a The Lucky Whale **Name** _____

1. Answer the following questions:

What did the boys see on the beach? _____

What did the boys need to collect from the shed? _____

What would happen to the whale if it wasn't kept wet? _____

Why did they dig a trench? _____

Why was the digger helpful? _____

2. Write a sentence on how to rescue a whale stranded on the beach.

3. Draw a picture of the whale thanking the people.



15 a The Lucky Whale

Name _____

1. Brainstorm four **oi** words and four **oy** words.

OI

OY

2. Expand the contractions

It's

It is

There's

Can't

Don't

I'll

3. Write three sentences containing contractions.
