



# Activity Guide

800-788-1121

## Whales

This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RF.3.3.c: Decode multisyllable words.

W.3.7: Conduct short research projects that build knowledge about a topic.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

## BEFORE LISTENING

### *About the Story*

From the pygmy whale to the world's largest animal—the 100-foot-long blue whale—this book offers a thorough introduction to these spectacular mammals and their world. Tracing the development of the whale from its earliest known beginnings, Gail Gibbons' clear, succinct text and colorful, sweeping illustrations combine to acquaint the young reader with important facts about whales and to instill an appreciation of these fascinating animals.

### *Activate Prior Knowledge/Build Background*

Ask the group to tell what they know about whales. You may want to write the more interesting student comments on the board to serve as the basis for later discussion. Explain that the book they will read offers many interesting facts about whales.

## AFTER LISTENING

### Standards-Linked Activities

#### *Listening/Speaking*

**CCSS: RI.2.1, SL.2.2; RI.3.1, RI.3.2, SL.3.2**

Ask children the following questions about the book. Call on volunteers to respond orally.

- How do whales differ from fish?
- Is the largest animal in the world a whale?
- Are there more or fewer whales in the world today than there were two hundred years ago? Why?
- What are the two main types of whales?
- Do you think it is important that people try to keep whales from extinction? Explain your answer. (Make judgments)

### **Vocabulary**

**CCSS: RI.2.4; RI.3.4, RF.3.3.c**

Write these words and sentences on the chalkboard. Ask children to copy the sentences, writing the correct word in each blank space.

mammals warmblooded grooves spout migration cosmetics

1. Whales swim south in a yearly \_\_\_\_\_.
2. A whale, like a dolphin, is \_\_\_\_\_.
3. Whales and dolphins are not fish but are \_\_\_\_\_.
4. Lines cut into wood or other material are called \_\_\_\_\_.
5. A whale's \_\_\_\_\_ can be seen from a great distance.
6. Another word for the makeup some women wear is \_\_\_\_\_.

### **Social Studies: Oceans of Whales**

**CCSS: W.2.7, W.2.8; W.3.7**

Ask the group to name as many oceans and seas as they can. List their answers on the board and add any major oceans and seas they may have listed. Included should be the following:

Atlantic Ocean	Pacific Ocean	Indian Ocean	Arctic Ocean
Black Sea	Baltic Sea	Caribbean Sea	North Sea Caspian
Sea	Mediterranean Sea		

Locate each body of water on a map. Then help children find out which of the bodies have whales in them.

### **Art: Create a Mural**

**CCSS: W.2.7**

Have the group create a mural depicting the many whales shown in the book. Be sure to include a key or index providing at least one important fact about each whale.

### **Science: Marine Mammals**

**CCSS: W.2.2; W.3.2**

Have each child choose another marine mammal to research. Possibilities include seals, sea lions, dolphins, walruses, and manatees. Ask them to write a brief report about the mammal they have chosen and present it to the class.

### **Music: Call of the Whale**

**CCSS: SL.2.1; SL.3.1**

If possible, allow the class to listen to a recording of whale calls. After you play the whale calls, lead a discussion about what children think the whales are trying to communicate with the sounds they make.

### **On the Internet: More About Whales**

**CCSS: W.2.7; W.3.7**

*Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.*

Ask children to work in pairs to choose one of the whales described in the book. They can use the name of the whale as a keyword to search the Internet for three additional facts about the whale. Have them write down the facts they find and show them to the rest of the group.