



Read Aloud Transcript

Language Arts IB Module 19: Letter Ww

Wandering Whale Sharks

By: Susumu Shingu

Book ISBN #: 978-1-77147-130-5

Objectives:

- Students will learn new vocabulary words: *enormous, looms, crowd, extraordinary, plankton, massive, speckled, leisurely.*
- Students will learn about non-fiction texts.
- Students will demonstrate comprehension by answering questions.
- Students will learn about imagery.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to read a story about an amazing animal that lives in the ocean. Do you know what animal this is?</i>
Call on a student to answer. Say:	<i>This animal has an interesting name; it's a whale shark! Is it a whale, or is it a shark? What do you think?</i>
Call on a few students to answer. Say:	<i>They are sharks! But they aren't the kind of sharks we usually think about. They are known as "gentle giants" because they are very large, but they eat only plankton, tiny, floating creatures in the ocean. Whale sharks do not attack larger prey like other sharks do. In the back of the book, the author provides a factual description of this animal. Let's read that first so that we can learn more about whale sharks!</i>

Turn to page 39 and read the paragraph, "More About Whale Sharks."	<i>Wow! Did you hear how big whale sharks can get? 60 feet is longer than a school bus! Do they swim fast or slow?</i>
Call on a student to answer. Say:	<i>Right! They move very slowly at a leisurely, or unrushed, pace. Let's pretend to be whale sharks and move at a leisurely pace. Stand up and walk around slowly, like you're not in a hurry.</i>
<i>Give students time to practice walking slowly. Then say:</i>	<i>Great job! That's just like how whale sharks move through the water. They aren't in a hurry. So, we learned they are sharks, they move slowly, and they are gentle. What did it say people have done while swimming with whale sharks?</i>
Call on a student. Say:	<i>Can you imagine holding on to one of the fins of this giant shark? That would be an experience! Now that we know a little bit more about whale sharks, we can get ready to read! You've already learned about fiction, or made-up books. From what I've read to you so far, do you think this is a made-up book?</i>
Call on a student to answer. Say:	<i>No, this book helps us learn about whale sharks. We call this a non-fiction book. Non-fiction books help us learn true facts; they are not made-up stories. As we read this book, you will hear some words you may not have heard before. We will talk about these new vocabulary words as we read! We will also hear descriptions that can help us imagine what something might look like. That is called imagery, and the author did a great job of giving us some imagery to learn from in this book! Let's get ready to read!</i>

Hold up the cover of the book. Say:	<i>The title of the book is Wandering Whale Sharks. What sound do you hear repeated in the title?</i>
Call on a few students to answer. Say:	<i>We hear the /w/ sound at the beginning of "wandering" and "whale." What letter are we learning this week that makes that sound?</i>
Call on a student to answer. Say:	<i>That's right! Letter Ww makes the /w/ sound! The author and illustrator are the same person, Susumu Shingu. So, Susumu wrote the ____ and drew the ____.</i>
On the blanks, cup your hand over your ear for students to respond, "words" and "pictures." Say:	<i>Let's read!</i>

During Reading	
Directions	Teacher Script
Read pages 1-8. Say:	<i>If an enormous shadow looms, that means that a huge shadow is coming into view. Can you all look up and pretend to see an enormous shadow coming?</i>
Pause to allow students to respond. Say:	<i>Great job! To loom means to come into view. This is a new vocabulary word. Other things that might loom would be a storm cloud. You could look in the sky and see a storm cloud coming into view. The whale shark in this picture is looming overhead!</i>
Read pages 9-14. Say:	<i>Why do fish like to swim near the whale shark? Answer: The fish feel safe; they can blend in, or camouflage themselves, with the larger fish; the suckerfish can eat from it.</i>
Call on a few students to answer. Say:	<i>The whale shark provides a great hiding place for smaller fish and provides food for suckerfish because of what grows on its body.</i>

Read pages 15-22. Say:	<i>The whale shark has some tiny features and some large features! What is tiny about the whale shark? Answer: ears and eyes</i>
Call on a student to answer. Say:	<i>The whale shark must not need large ears or eyes. But what IS very large on the whale shark?</i>
Call on a student to answer. Say:	<i>Yes! Its mouth is large! The author even says it is "extraordinarily huge!" That means it is even bigger than large! Why do you think a whale shark needs to have such a large mouth?</i>
Call on a few students to answer. Say:	<i>Its mouth needs to be very large because of what the whale shark eats! It doesn't catch large fish to eat, even though it is big. It swallows huge gulps of water and eats tiny plankton and shellfish that are in the water. Plankton are animals that are almost too small to see. They don't even swim in the water-- they float! Whale sharks have to swallow a huge amount of water to eat enough plankton to be full. The plankton stay in, and the water exits through the whale shark's gills. Isn't that neat!?</i>
Read pages 23-24. Say:	<i>The author gives us the first example of imagery on this page! He says that the whale shark's abdomen, or belly, is like a white balloon. Close your eyes. Can you imagine what a white balloon looks like? Who can describe it? Answers: white, round, filled, etc</i>
Call on a few students to answer. Say:	<i>We can really picture what the whale shark's belly looks like because of the imagery the author gives us through his description. This helps us understand what a whale shark looks like. Keep listening for more examples of imagery as we read.</i>

Read pages 25-26. Say:	<i>Did you hear another example of imagery? What is it? Answer: Its back is like a mountain range.</i>
Call on a student to answer. Say:	<i>The author describes the whale shark's back as a mountain range. What does that make you think or imagine about its back? Answer: large, tall, pointy, strong, sturdy</i>
Call on a student to answer. Say:	<i>We can imagine that its back is really big, tall, and strong!</i>
Read pages 27-28. Say:	<i>What imagery did the author use on this page? Answer: The whale shark's body looks like it's speckled with snowflakes.</i>
Call on a student to answer. Say:	<i>This imagery is helping us imagine the huge, or massive, dark whale shark with lots of white spots on it, just like snowflakes make dots on the dark ground as they fall. The author doesn't mean white speckles are cold like a snowflake, but just that they look like snowflakes. Imagery helps us to imagine what something looks like!</i>
Read pages 29-36. Say:	<i>Leisurely was one of our new words we talked about earlier. Does that mean the whale shark moves quickly or slowly through the water? Answer: slowly</i>
Call on a student to answer. Say:	<i>Right! The whale shark moves slowly on its journey through the water.</i>
Read pages 37-38. Say:	<i>What a neat book! We learned so much about whale sharks!</i>

After Reading

Directions	Teacher Script
After finishing the story complete the <u>Wandering Whale Sharks</u> vocabulary match interactive activity with the students. Students will match the new vocabulary words with the correct definition. Say to the students:	<i>In this book, we learned a lot of new vocabulary words. We are going to practice our understanding of these words through a matching activity.</i>
Pull up the activity link so that the students can see it.	<i>I am going to post a link to this activity for you to complete on this story. You are going to look at the word on the left and then find the definition that matches it on the right. You can use the pictures that go along with the definitions to help you. When you find a match, click the word on the left and the definition on the right to match them.</i>
Demonstrate how to click and match the word with the definition on the interactive, but do not match them correctly. Post the link to the matching interactive in the meeting chat box.	<i>I just posted the link to the chat. Click on the link and match the vocabulary words and definitions. Try your best! We will discuss these together once you are done. Give me a thumbs up once you finish the activity.</i>
Give students a few minutes to complete the interactive on their own, then display the interactive and discuss the answers with the students.	<i>Let's look at the interactive together. What did you choose as the definition for "looms?"</i> <i>Answer: comes into view, often used for a very large shape</i>
After the students answer, click to match <i>loom</i> with the correct definition and discuss how a storm cloud can loom overhead. Say:	<i>What did you choose for the definition of plankton? Answer: very small animals floating in fresh or salt water.</i>

After the students answer, click to match plankton with the correct definition. Note the picture of <i>plankton</i> with the definition so that students see what they look like. Say:	<i>What did you choose for massive?</i> <i>Answer: very large, big, heavy</i>
After the students answer, click and match <i>massive</i> with the definition. Discuss how a dinosaur is massive. Say:	<i>What did you choose for speckled?</i> <i>Answer: marked with small spots</i>
After the students answer, click to match <i>speckled</i> with the definition. Point out how the picture of the egg is speckled with spots. Say:	<i>What did you choose for leisurely?</i> <i>Answer: unhurried, slow</i>
After the students answer, click to match leisurely with the definition. Discuss how reading is a leisurely activity. Say:	<i>You did a great job learning the new vocabulary words we found in this book!</i>