ENGLISH K–10 - STAGE 2 - OBJECTIVE C

Thinking imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

*Reading and writing about whales*

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| **Shared reading: *Welcome Home* by Christina Booth.**  Visual literacy. The illustrations tell the story and reveal the history of whaling and reflect the boy’s emotional journey. What is the book telling us about whales and the relationship they have had with humans? Why is the boy burdened with the mistakes made by humans before him? What message is the book conveying through the illustrations? Environmental, social and economic issues.  Class discussion.  We then watched a ***BTN story on whaling***. (http://www.abc.net.au/btn/story/s3699372.htm)  KWL on butchers paper. What do we know, want to know? Make connections to Welcome Home.  Explore history of whaling during **‘genius hour’** during technology time. Share ideas with the class.  Read ‘***The Whalers”*** for an indigenous perspective. | **Shared reading: *The Whales’ Song by Sheldon and Blythe*.**  Read the story – make connections to Welcome Home. Focus: Point of view. Look at the images and discuss the characters. Discuss how stories are written from different points of view. Who are the characters? Write a narrative from the point of view of one of characters using descriptions and speech to reveal their views, personalities and role in the story.  Share your stories and discuss.  During the writing we listened to the CD Songs of the Humpback Whale to encourage students to explore the voice of the whales and the importance of their point of view in the story.  Students also designed a persuasive slogan and sticker ‘Save the Whales’ based on a story in the book series ***Feathers and Fur.***  Continue whale exploration with ***Stranded*** by Ramage and Wilson. |

  