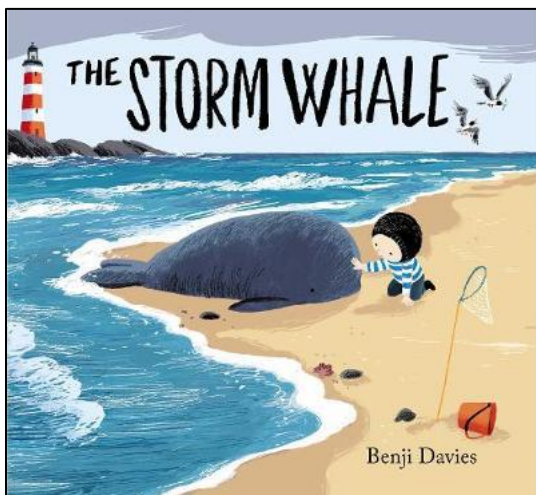


Year 1 Reading Unit: Block 4/18

- This is a two-week unit.
- The unit is set in the context of the core text *The Storm Whale* by Benji Davies.
- Additional texts supplied are: a poem and a news article.
- The outline and structure of the unit is as follows:





Week 1	Week 2
Focus on the poem for summarising and the core text for retrieval	Focus on the core text for inference and the news article for a personal response

At the end of this unit, pupils will ...	
Know:	Be able to:
<p>Question words can suggest what answer to look for</p> <p>There can be more than one correct answer to an inference question</p>	<p>Use the question words to help determine what type of information to retrieve</p> <p>Infer characters' thoughts and feelings</p>







This is a story about a lonely boy who finds and rescues a whale that has been washed up on the beach. It explores the dilemma between a developing strong friendship and the consequences of what may happen when his father finds the whale in their home. The book touches on the challenges of single-parenting and ultimately celebrates the redemptive power of love. It could also be used to discuss issues around animal welfare.

Learning Sequence: Y1 The Storm Whale


Week: 1/2	Focus: Summarising and retrieval		
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
<p>1. sleek mellow eerie juveniles</p> <p>Definition focus – take time to discuss the meaning of each word</p>	<p>Read along Extract 1 (<i>Gentle Giants</i>).</p> <p>Focus on creating the mood of the poem through volume and intonation.</p> <p>After the first reading, read the poem again but have pupils join in with the repeated final line in each verse.</p>	<p>Summarise: Provide an opportunity for pupils to share their initial responses to the poem. Agree it is a poem about whales. Teach that a verse in a poem is usually a few words or lines grouped together within the whole poem. Each verse will often focus on one idea or description. Have pupils count the number of verses in <i>Gentle Giants</i> to ensure they recognise what constitutes a verse. Using Q1, model how to extract the main idea from a verse by demonstrating reading and interpreting each line, e.g. Line 1 says there are whales below, Line 2 tells me they glide, Line 3 says they move with the flow and Line 4 explains how they do it. Therefore, I know the main idea of this verse is to tell me how whales move. In pairs, pupils complete Q2. Then, as a class, summarise the main idea of the remaining verses. In small groups, pupils then create an action, gesture or noise that represents the main idea from each verse which they perform as the poem is read out loud to them.</p>	<p>Can identify the main idea in each verse</p>
<p>2. raged distance washed up</p> <p>Shades of meaning: choose the verb that suggests the most powerful storm – storm raged / drizzled / blew across the sea</p>	<p>Echo read p1 – 8 (from ... <i>Noi lived with his dad ... to ... washed up on the sand.</i>).</p> <p>Focus on the pauses marked by punctuation.</p>	<p>Retrieve: Explain that to show our understanding of a text we are asked questions and we need to retrieve (go and get) the answer from the text. Teach that the question word used in a question can provide a hint about what we need to look for in the text. For example, a 'who question' means that the answer will be a person or character; a 'where question' is asking for a place or position and a 'when question' is asking for a time. Model answering Q1 by directing pupils to p2, re-reading the sentence and then looking for a place as this is a 'where question'. Have pupils put their finger on the answer to reinforce retrieval rather than relying on recall. In pairs, pupils complete Q2 and Q3. Remind them to use the question words to support them in knowing what to look for. Pupils then match question words to their meaning.</p>	<p>Can use the question words to help determine what type of information to retrieve</p>

Learning Sequence: Y1 The Storm Whale

Week: 1/2	Focus: Summarising and retrieval		
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
<p>3. wondered island sneak excellent</p> <p>Silent letters: which letter is silent in island?</p> <p>Can you find another word on p16 which has a silent letter?</p>	<p>Read along p9 – 16 (from ... <i>Noi wondered what ... to ... knew it couldn't last.</i>).</p> <p>Focus on modelling how to decode some trickier words and then re-reading the word so that it becomes fluent.</p>	<p>Retrieve: Ask pupils to recall the question words they looked at in the last lesson. Explain that today they are looking at some other question words that can provide a hint about what type of information we need to look for to find the answer. Teach that a 'what question' means that the answer will be a thing, action or idea; a 'how question' is asking for the manner in which something is done and a 'why question' is asking for a reason for an action. Model answering Q1 by directing pupils to p10 and examining (looking very carefully at all the details) the picture to work out how Noi moved the whale to his house. Have pupils put their finger on the answer to reinforce retrieval rather than relying on recall. In pairs, pupils complete Q2 and Q3. Remind them to use the question words to support them in knowing what to look for. Pupils then match question words to their meaning.</p>	<p>Can use the question words to help determine what type of information to retrieve</p>


Pupil Tasks: Y1 The Storm Whale

Week 1, Lesson 1: Summarise

 **Explain:** A verse is ...

 **Example:** (say)

1. Is Verse 1 describing how a whale moves or what a whale looks like?

 **Attempt:** (say)

2. Is Verse 2 describing what a whale looks like or what sounds they make?

 **Apply:** (group performance)

Create an action, noise or gesture for each verse that represents the main idea.

Perform this as the poem is read out loud to you.

 **Challenge:** (say)

What does the poet calling whales *gentle giants* say about whales?

Answers: Week 1, Lesson 1

Example:

1. how a whale moves

Attempt:


2. what sounds a whale makes

Apply:

Any appropriate action, gesture or noise that reflects an understanding of the verse

Week 1, Lesson 2: Retrieve

 **Explain:** Retrieve means

 **Example:**

Look at page 2 and put your finger on the answer.

1. Where did Noi live?

 **Attempt:**

Look at page 4 and put your finger on the answer.

2. When did Dad leave for work?

Look at page 5 and put your finger on the answer.

3. Who went to the beach in the morning?

 **Apply:** (say)

Draw a line to match each question word to the meaning.

where


asking for a time

when

asking for a place or position

who

asking for a person

 **Challenge:** (say)

Do you think the whale is an adult or a calf?
Why?

Answers: Week 1, Lesson 2

Example: by the sea

Attempt: 2. early 3. Noi

Apply:

where

asking for a time

when

asking for a place or position

who

asking for a person

Pupil Tasks: Y1 The Storm Whale


Week 1, Lesson 3: Retrieve

 **Explain:** Examine means

 **Example:** (say)

Examine the picture on page 10.

1. How did Noi get the whale to his house?

 **Attempt:** (say)

Examine the picture on page 13.

2. What has Dad got in his bucket?

Look at page 14 and put your finger on the answer.

3. Why was Noi worried?

 **Apply:** (say)

Draw a line to match each question word to the meaning.

why


asking for a thing, action or idea

how

asking for the reason for an action

what

asking for the manner in which something is done

 **Challenge:** (say)

Pick a question word you have learnt about in the last two lessons. Use it to compose your own question.

Answers: Week 1, Lesson 3

Example:

1. He used his pull cart.

Attempt:

2. fish
3. His dad would be angry about having a whale in the bath.

Apply:

why

asking for a thing, action or idea

how

asking for the reason for an action

what

asking for the manner in which something is done

Gentle Giants

Gentle giants from below,
Calmly gliding, sleek and slow,
Quietly going with the flow,
With a whoosh, snort, splash!

Soothing sounds of mellow song,
Weird and eerie, deep and long,
Distant voices sing along,
With a whoosh, snort, splash!





Cruising on for miles and miles,
Adults, calves and juveniles,
Flashing massive barcode smiles,
With a whoosh, snort, splash!

Always finding time to play,
Dive then rise – up, up, away!
Painting rainbows with their spray,
With a whoosh, snort, splash!

Gentle giants from below,
Will we ever really know
Where they come from, where they go?
With a whoosh, snort, splash!





Learning Sequence: Y1 The Storm Whale

Week: 2/2	Focus: Inference and personal response		
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
<p>1. belonged noticed lonely</p> <p>Deconstruction focus: can you count the syllables in each of these words?</p>	<p>Model read p17 – 24 (from ... <i>Noi's dad wasn't angry ... to ... see his friend again.</i>).</p> <p>Then, have pupils re-read these pages as a supported paired read.</p> <p>Focus on modelling good paired reading, e.g. sitting side by side, placing the text between them, using a lolly stick or finger to follow ...</p>	<p>Infer: Discuss how we have been looking carefully at the question words to help us know what type of information to retrieve. However, two of these question words, 'how' and 'why', are also often used for inference questions. These are questions where we need to look for clues (a piece of proof or a hint) to work out the answer. Direct pupils to p14 and ask them to say what Noi is doing in this picture. Then, ask why they think Noi is waiting at the window. Discuss pupils' suggestions and agree that there may be more than one answer, e.g. he is lonely and can't wait for Dad to come home, he wants to catch his dad as soon as he comes in to distract him away from the bathroom. Explain that as long as their answer is supported with a clue from the text, slightly different answers are okay. Using Q1, model finding a clue to suggest how Noi is feeling, e.g. he is sad because he is finding it hard to say goodbye. In pairs, pupils complete Q2 and the Apply task.</p>	<p>Can infer characters' thoughts and feelings</p>
<p>2. distress marine disgrace thrive captivity</p> <p>Etymology focus: marine – mare (Latin meaning sea)</p>	<p>Model read Extract 2 (<i>Calls for whale to be set free</i>).</p> <p>Focus on the formal tone of a news article.</p>	<p>Personal Response: Explain what a news article is and how news informs us about what is happening in the world around us. Discuss whether it would have been cruel for Noi to have kept the whale in his bathtub. Ask pupils to reflect on the texts this week and share what they think a whale needs to thrive, e.g. fish (food) to eat, lots of space to travel, companionship Pupils create a poster to persuade others to free whales from captivity. Ask pupils to write a sentence to explain why they should be freed.</p>	<p>Can take inspiration from a text to campaign for a cause</p>


Pupil Tasks: Y1 The Storm Whale

Week 2, Lesson 1: Infer

 **Explain:** A clue is ...

 **Example:** (say) p20

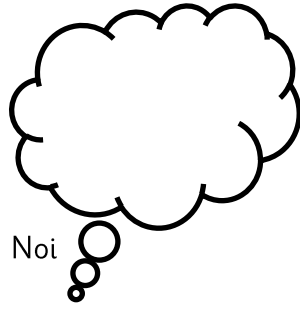
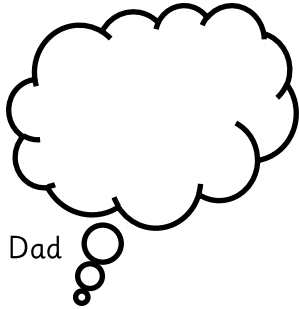
1. How is Noi feeling? Why is he feeling this way?

 **Attempt:** (say) p22

2. How is Dad feeling? Why is he feeling this way?

Apply: (say)

 What may Dad and Noi be thinking when they see the whale?



 **Challenge:** (say)

How has Noi's relationship changed with his dad?

Week 2, Lesson 2: Personal Response

Design a poster to free whales from captivity.

Write a sentence to explain why they should be freed.



Answers: Week 2, Lesson 1

Example:

1. sad – he finds it hard to say goodbye

Attempt:

2. happy – he is getting to spend time with Noi, he has a smile on his face

Apply:

Any appropriate answer, e.g.

Dad – I am pleased he is not in my bathtub.

Noi – I miss my friend.

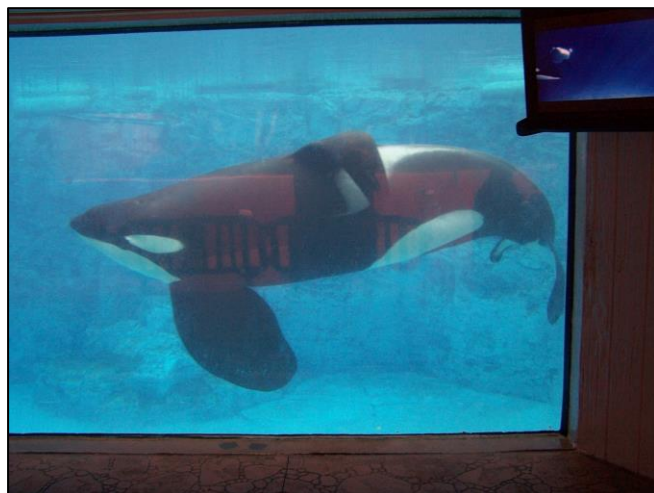
Calls for whale to be set free

By Corey Merton

There are growing calls for the release of an orca from Sea Dreams Marine Wildlife Park. The female, named Sally by her keepers, was caught in the wild six years ago. She is now showing signs of distress and people are demanding that she should be set free.

Orcas, which are sometimes called killer whales, are active and clever sea animals. They are used to swimming many kilometres each day and often dive more than 100 metres below the surface. In marine parks like Sea Dreams, however, they are forced to live in pools that are far too small for them.

It is now well-known that orcas do not thrive in captivity. They do not live as long as those in the wild. They often hurt themselves on purpose. They also struggle to breed healthy young.



A spokesperson from the Global Whale Care charity said that Sally's treatment was a disgrace. Visitors to the marine park had been upset by how sad she looked. She did not do some of her tricks and behaved in an odd way.

In a statement, Sea Dreams Marine Wildlife Park said that it took great care of all its animals. Sally had been a little poorly but vets were looking after her.