

Big Blue Whale

Non-fiction

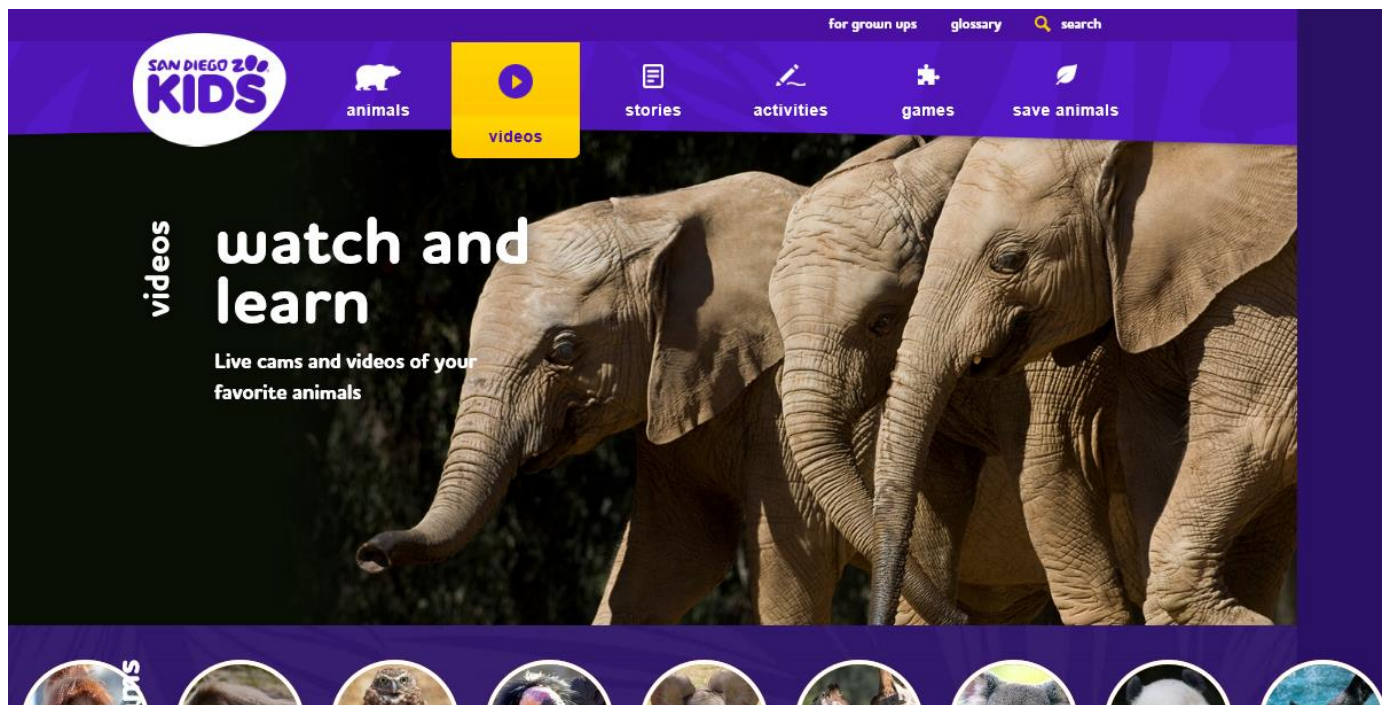
Lesson 1 - Visit the Zoo.

Visit the webcams at San Diego Zoo! <https://kids.sandiegozoo.org/videos>

Choose your favourite animal to watch on the 'live cams'.

Spend some time enjoying the animals and their habitats – remember that patience is required to spot animals at a zoo!

Write down what you saw, and a description about the animal(s) you spotted. Remember to include ENP's and good choice **adjectives** – you may want to use www.thesaurus.com like last week to improve your word choices. You may also wish to draw a detailed, labelled picture too!



Lesson 2 – Listening to the story.

Listen to and enjoy the Big Blue Whale, by Nicola Davies. While you are listening, jot down as many facts as you can about blue whales that you learn from the text. Try and organise these into sections as per the below.

<https://vimeo.com/60259773>



You could use the grid below as a guide to help you to record information about the blue whale.

You can use a ruler and pencil to copy the grid on to paper in your books, and then complete the grid with your thinking.

What does the blue whale look and smell like?	How does the blue whale swim and move?
What and how does the blue whale eat?	How does the blue whale breathe?
Other facts:	

Challenge!

Discuss how non-fiction texts allow us to find out facts that are organised into clear sections. Find a non-fiction book in your home (it does not have to be about whales). Make a list of the layout features a non-fiction book may have. Miss Roe and Miss Thornton will start you off!

Non-fiction layout features:

- Title
- Page number
- Heading with a question

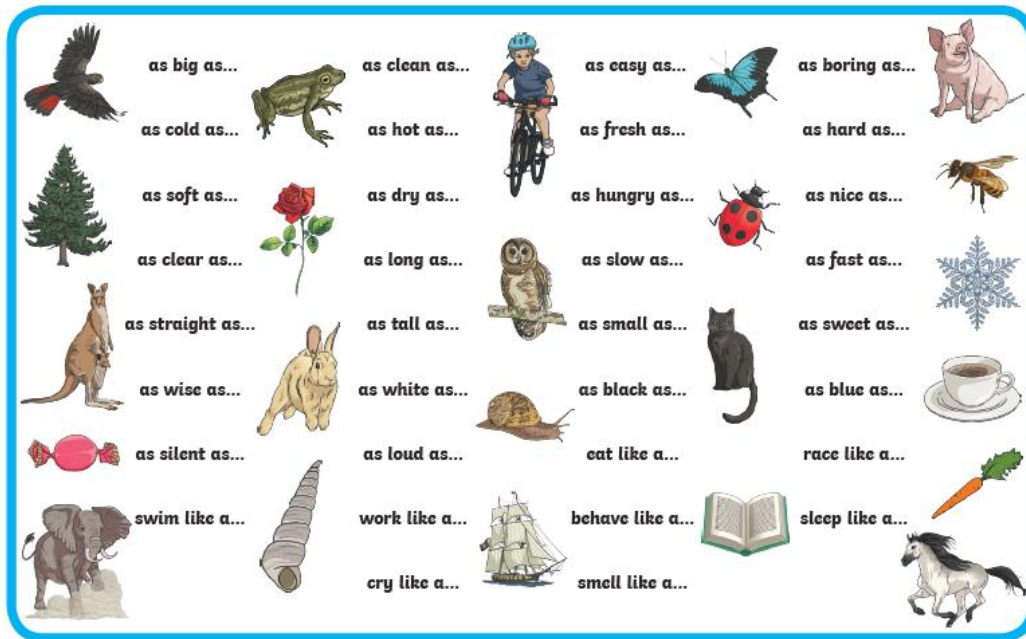
What else can you spot...?

Lesson 3 - Grammar Practise and Play –Similes

Task 1: Can you remember what a simile is? Write a definition.

Task 2: Use the simile word mat to create your own similes. They can be about anything you like, but not too silly!

Parent note: A simile is a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. *as brave as a lion*).



Task 3: Read the sentences below from the Big Blue Whale:

1. Reach out and touch the blue whale's skin. It's springy and smooth like a hard-boiled egg, and as slippery as wet soap.
2. Look into its eye. It's as big as a teacup and as dark as the deep sea.
3. When it breathes out, it makes a great misty puff, as high as a house.



Task 4: Can you spot the similes used to describe the whale? Write them in your 'Learning at Home' book.

Task 5: Discuss how the author uses similes to help the reader learn facts about the blue whale in this non-fiction text. How do they help us to make comparisons?

Lesson 4 –Grammar practise and play –similes

Look the pictures of the animals below. Write a sentence to go with each picture, using similes in the way Nicola Davies has in the Big Blue Whale. Don't forget to purple polish any improved word choices and use the simile word mat to inspire your thinking.



Miss Roe's example – The **timid, miniature** baby cubs' eyes were as blue as sapphires.

Miss Thornton's example - The frog's **gigantic, bulging** eyeballs were as round as marbles.

Lesson 5 – Writing

Use this lesson to write!

Revisit: <https://kids.sandiegozoo.org/videos>



Having visited the zoo and learnt about non-fiction texts, try one of the following:

1) Write a non-fiction page based on one of the animals you (hopefully) saw at the zoo. Think about appearance, habitat, how they move and fun features. You may wish to do some further research about the animals to help you. Draw pictures and label them.

2) Create a Visitors Guide for San Diego Zoo, describing the animals that people will see if they visit the zoo. Make it look attractive and create plenty of fun facts, including similes in your writing.

Remember to check that your sentences make sense. Do not leave your proof reading to the end - regularly check your writing as you go along. 😊

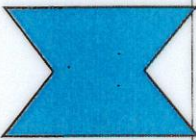
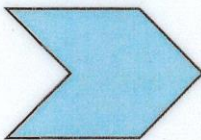
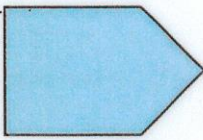
Don't forget to include:

- Fronted adverbials (underline in a grey writing pencil)
- Subordinating conjunctions (underline in light blue pencil and circle the comma)

You may wish to use the help cards at the end of the document to support your writing.

- Expanded Noun phrases (underline in pink pencil)
- Prepositions (underline in green pencil)
- A range of punctuation to punctuate your sentences (circle in green pencil)
- Apostrophe for possession (circle in green pencil)

Parent note: If your child has chosen to present their writing on the computer, then they need to highlight or change the colour of the font to the suggested colours above. Instead of circling the punctuation they can highlight/change the colour of the font instead.

Coordinating Conjunctions	Subordinating Conjunctions (in the middle of a sentence)	Subordinating Conjunctions (to begin a sentence)
		
and but or so	if since as when although while after before until because that	If Since As When Although While After Before Until Because That
James bought a bat <u>and</u> ball. Kylie is young <u>but</u> she can kick the ball hard.	I like to look out of the window <u>when</u> it is <u>raining</u> .	<u>When</u> it is raining, I like to look out of the window.

Fronted Adverbials

are words or phrases at the beginning of a sentence which are used to describe the action that follows.

When	How often	How	Where
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here