

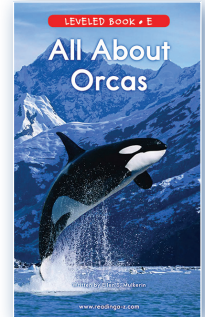
Focus Question:

What makes orcas interesting animals?

Book Summary

Text Type: Nonfiction/Informational

Known as the “wolves of the sea,” orcas are beautiful and powerful animals with a reputation for being excellent hunters. *All About Orcas* provides students an introduction to these ocean creatures through repetitive text and striking photographs. The book can also be used to teach students how to determine an author’s purpose for writing and the proper use of antonyms.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine an author’s purpose for writing
- ☐ Describe information provided by photographs
- ☐ Discriminate short vowel /i/ sound
- ☐ Identify short vowel *i*
- ☐ Recognize and use simple subjects
- ☐ Identify and use antonyms

Materials

- ☐ Book: *All About Orcas* (copy for each student)
- ☐ Author’s purpose, simple subjects, antonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) words appear in the lesson but not the book.

- **High-frequency words:** *are, big, have*
- **Words to Know**
Story critical: *breathe* (v.), *dolphins* (n.), *hunters* (n.), *mammals* (n.), *orcas* (n.), *packs* (n.)
- **Academic vocabulary:** *author* (n.)*, *purpose* (n.)*

Guiding the Reading

Before Reading

Build Background

Display photographs of various creatures that can be found in the ocean. Ask students to name each animal and ask them what all of these animals have in common. Write the word *ocean* on the board and read it aloud to students. Have students work in small groups to draw various animals that live in the ocean on a sheet of chart paper. Have each group present their work to the class. Explain to students that they will be reading about animals called orcas that live in the ocean.

Introduce the Book

- Give students their copy of *All About Orcas*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author’s name).

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers ask and answer questions while they are reading and that one way to organize this information is with a KWLS chart. Create a KWLS chart on the board. Have students share what they already know about orcas and record this information in the *K* section of the chart. Invite students to review the cover and the photographs in the book to develop questions about the book. Record their questions in the *W* section of the chart. Point out that as they read, they should look for answers to these questions, which will be recorded in the *L* section of the chart, as well as create new questions to add to the chart.

Introduce the Comprehension Skill:

Author’s purpose

- Explain to students that authors have a purpose, or reason, for what they write. Create three columns on the board and label them as follows: *Inform*, *Entertain*, and *Persuade*. Read each label aloud to students. Explain to students that to

Guiding the Reading (cont.)

inform means to provide information, to *entertain* means to amuse and tell a story, and to *persuade* means to convince another to act or feel a certain way. Provide examples of each type of writing for students, such as advertisements, newspaper articles, fairytales, and so on. Identify the author's purpose for each text and record this information on the board.

- Point out to students that an author may write for more than one purpose, for example, a magazine article about recycling might both inform readers about how to recycle *and* try to convince readers that they should recycle whenever possible.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about orcas. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- What are orcas? (level 1) page 3
- Where do orcas live? (level 1) page 4
- How are orcas the same as dolphins? How are they different? (level 2) pages 3–6
- How do orcas hunt? (level 1) page 8
- In what ways are orcas strong hunters? (level 2) pages 7–12
- Why do you think orcas are called "killer whales"? (level 3) multiple pages

Text Features: Photographs

Explain that photographs, which are pictures taken with a camera, are helpful when reading because they provide the reader with important information

about the topic. Have students work in small groups to review the photograph on page 6. Ask students: *How does this photograph give you more information about orcas? How does it give you more information than the words in the book? How does the photograph make you feel about orcas? How does the photograph help you understand the author's purpose?* Have students review other photographs in the book and discuss as a class why the author chose to include each one.

Skill Review

- Refer back to the KWLS chart on the board and invite students to share any answers they found to their questions posed before reading the book. Record this information in the *L* section of the chart. Ask students what new questions they developed while reading and record this information in the *W* section of the chart. Point out that the *S* section of the chart is for information that they still want to know about orcas that was not in the book. Discuss with students various resources where they could search for answers to these questions, such as books, the Internet, and so forth.
- Model evaluating details to determine the author's purpose.
Think-aloud: *The book is providing me with many details about orcas, so I can conclude that the author's purpose is to inform the reader. It is important, however, to consider how the author is informing the reader. For example, I look closely at the words the author has chosen to use to describe orcas. I notice that the author chose the word strong to describe orcas as hunters. I consider how this word choice makes me feel about orcas. I am impressed by how orcas hunt and the way in which they work in packs. I can conclude that the author finds orcas to be powerful and interesting animals, and this is why she has chosen to write this book. When thinking about the author's purpose for writing All About Orcas, I ask myself: What does the author want me to remember about orcas? How do the words and photographs in the book make me feel about orcas?*
- Have students work in small groups to discuss the author's purpose. Invite them to discuss the following questions: *What does the author want me to remember about orcas? How do the words and photographs in the book make me feel about orcas? Does the author have more than one purpose for writing this book? How do I know?*
- Model how to complete the **author's purpose worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and confirm the author's purpose for the book.

Guiding the Reading (cont.)

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students point to the correct purpose on the board. Circle the word *inform*. Engage students in a discussion about how the book might be written differently if the author's purpose were to entertain or to persuade.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include: *Orcas are interesting animals for many reasons including the following: they hunt in packs, are large dolphins, breathe air, are mammals, and so on.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: Short vowel /i/ sound

- Say the word *give* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the /i/ sound. Have students practice saying the short vowel /i/ sound to a partner.
- Say the following word pairs and have students work with a partner to identify the word in each set that contains the short vowel /i/ sound: *kite/kit*, *pickle/pick*, *fin/fine*, *hit/height*.
- **Check for understanding:** Say the following words one at a time and have students jump when they hear a word that contains the short vowel /i/ sound: *dinner*, *strike*, *stick*, *bite*, *fight*, *fit*, *tick*, *tight*, *knit*.

Phonics: Short vowel i

- Write the word *fin* on the board and read it aloud with students.
- Have students say the /i/ sound aloud. Then, run your finger under the letters in the word *fin* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *fin*.

- Repeat with the word *pit*. Ask students how the words *fin* and *pit* are the same (*they both contain short vowel i*).
- Write the following words on the board, leaving out the short vowel *i*: *miss*, *pin*, *snip*, *mitt*, *bit*, and *fit*. Invite volunteers to come to the board and add the short vowel *i* to each word and read the word aloud.
- **Check for understanding:** Have students work with a partner to reread the book and circle all the words containing the short vowel *i*. Review students' findings as a class.

Grammar and Mechanics: Simple subjects

- Explain to students that every sentence has a subject, or a noun that the sentence is about. Explain that a subject can be a person, an animal, or even an object. Point out that often the subject is performing the action in the sentence.
- Write the following sentence on the board: *Orcas swim through the ocean*. Read the sentence aloud with students. Ask students to point to the subject in the sentence (*orcas*). Write several sentences about orcas on the board. Have students work with a partner to identify the subject in each.
- **Check for understanding:** Have students review the book with a partner to underline the subject of each sentence. Review students' findings as a class. Discuss with students how all sentences must contain a subject.
- **Independent practice:** Introduce, explain, and have students complete the **simple subjects worksheet**. If time allows, discuss their answers.

Word Work: Antonyms

- Review or explain that a word that means the opposite of another word is called an *antonym*. Have students reread the second sentence on page 6 and identify the word *big*. Ask volunteers to suggest words that mean the opposite of *big*.
- Write the following words on the board: *slow*, *short*, *run*, *thing*, *sad*. Read each word aloud with students and have them turn to a partner and whisper an antonym.
- **Check for understanding:** Give students a set of cards with sets of antonyms. Have students play a version of Go Fish in which they ask if a fellow player has an antonym for a word they possess. For example, "Gus, do you have a word that is antonym of *many*?" If the other player does, he or she gives the card away; if not, he or she must pull a card from the pile.
- **Independent practice:** Introduce, explain, and have students complete the **antonyms worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.