

# Talk about it

SECTION

5

## Blue whales

**Objective:** To distinguish fiction and non-fiction texts and the different purposes for reading them.

**What you need:** Copies of *Dear Greenpeace*, books about whales such as *Rainbow Fish and the Big Blue Whale* by Marcus Pfister (North-South Books, fiction) and *Big Blue Whale* by Nicola Davies (Walker Books, non-fiction), access to websites such as [www.nationalgeographic.com](http://www.nationalgeographic.com) and [www.enchantedlearning.com](http://www.enchantedlearning.com), photocopiable page 22 and writing materials.

**Cross-curricular link:** Science.

### What to do

- Read *Dear Greenpeace* and discuss how Emily found out about blue whales. Ask: *What do we know about whales from reading the story?* (They live in salt water, always in oceans, eat shrimp-like creatures, are bigger than a pond and are migratory.)
- Discuss how to use books and websites to discover more about whales. Ask: *Which books do*

*you think will give the most accurate information – fiction or non-fiction? Can you say why?*

- Divide the children into groups. Supply some groups with the chosen books and others with internet access. Provide writing materials and suggest that the children use the resources they have to note down facts about whales.
- Share the children's discoveries and compare the information sources.
- Display the enlarged copy of photocopiable page 22 and explain how to complete it. Provide each child with a copy to complete.

### Differentiation

**For older/more confident learners:** Invite the children to compose their own missing word sentences. Display them on a screen to complete as a class.

**For younger/less confident learners:** Read titles from the non-fiction book selection with small groups of children so that whale facts can be reinforced.

## Here comes the post!

**Objective:** To tell stories and describe incidents from their own experience in an audible voice.

**What you need:** Copies of *Dear Greenpeace* and examples of post brought in from home.

**Cross-curricular link:** PSHE.

### What to do

- Read *Dear Greenpeace* with the class and discuss Emily's letters to Greenpeace. Ask: *Why did Emily write to Greenpeace? What did she want to know? Do you think she was happy with the replies she received? What else could she have done to find out information?* (She could have asked an expert, looked on a website or gone to the library to find books.)
- Explain to parents that you are discussing the purpose of writing letters and cards, and ask them to find interesting examples for their children to bring in and talk about. This could be a party

invitation, birthday card or letter from a relative. (Check that they do not contain confidential material.)

- Invite the children and staff to talk about the importance of the post item they have brought in to the rest of the group. Encourage them to talk about the sender/recipient and the reason for the correspondence.
- Leave examples of post in the role-play area and provide writing tools and materials, along with forms from junk mail, for children to use in a home context.

### Differentiation

**For older/more confident learners:** Ask the children to make up a story about receiving a special invitation.

**For younger/less confident learners:** Encourage the children to talk about any cards and parcels they received through the post on their birthday.