

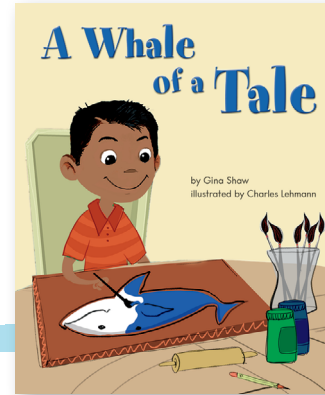
You Will Need

- *A Whale of a Tale*, Level L
- whiteboard
- magnetic letters

Visit [fp.pub/resources](https://www.oup.com/us/resources) to download online resources to support this lesson, including:

- Story Map
- Recording Form

Book	<i>A Whale of a Tale</i>
Level	L
Author	Gina Shaw
Illustrator	Charles Lehmann
Genre	Fiction/Realistic



Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level L in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

Reading

- Self-monitor consistently.
- Read with phrasing at a good rate.
- Understand word meanings (*dough, carefully, pass out, tightly*).
- Understand a word that has multiple meanings (*frozen*).
- Talk about the text, showing understanding of events.

- Share opinions about a text and give rationales and examples.
- Understand the message that you can turn a problem into something positive.

Phonics/Letter and Word Work

- Recognize and use two consonant letters that represent one sound at the beginning of a word.

- Read and write high-frequency words: *done, some, until*.
- Write a sentence with words from the book.

Writing About Reading

- Discuss a sequence of events from a text.

Analysis of Book Characteristics *A Whale of a Tale*, Level L

How the Book Works This story is realistic fiction, a third-person narrative written in chronological sequence. Mateo didn't discover that his school project was broken until he was about to present it to the class. Thinking fast, he presented it as a jigsaw puzzle.

Genre/Form

- Fiction
- Realistic

Text Structure

- Narrative text with straightforward structure (beginning, series of episodes, and ending)

Content

- Content interesting to and relevant for the reader

Themes and Ideas

- Concrete themes close to children's experience (creativity, feelings)
- Ideas close to children's experience (completing a project for school, problem-solving)

Language and Literary Features

- Plot with conflict and resolution
- Language used to show chronological order (*First, Next, Then*)

Sentence Complexity

- Sentences with multiple adjectives (*Mateo laughed when he saw the bright blue whale cookies.*)
- Sentence with nouns in a series, divided by commas (*He came back with paints and brushes, cardboard, and other tools.*)
- Some sentences beginning with phrases and subordinate clauses (*When Mateo found one he liked, he got to work.*)
- Sentences with simple connectives (*"And be careful not to break them or we'll have a lot of whale puzzles to put together!"*)

Vocabulary

- Some words that appear in the vocabulary of mature language users (*dough, delicious*)
- Adverbs that describe actions (*carefully, tightly*)

Words

- Contractions and a possessive (*that's, Mateo's, I'm, we'll*)
- Base words with suffixes (*carefully, tightly, wonderful*)
- Interjections (*Yikes!*)

Illustrations

- Illustrations that enhance and extend meaning in the text

Book and Print Features

- Italics to indicate emphasis (*His whale had broken into pieces.*)
- Ellipsis used to indicate a pause (*"It's . . . a jigsaw puzzle."*)
- Periods, commas, question marks, exclamation marks, and quotation marks

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Guided Reading





For more information about concepts presented in this lesson, see Letter-Sound Relationships row 8 and High-Frequency Words row 5 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.



To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

Supporting English Learners

Support students' understanding of concepts and vocabulary.

- Make sure students understand the concept of creating an object out of clay.
- Support students' understanding of the following words: *bake, clay, paints, brushes, cardboard, whales, cookie cutter, jigsaw puzzle.*

Supporting English Learners

Help students read fluently.

- Model how to read a sentence with appropriate phrasing and rate. Have students echo-read the same sentence.
- Prompt students to read the sentence on their own with phrasing and at a good rate.
- Provide opportunities for students to listen to themselves read.

Warm-Up: Phonics

Help students recognize and use two consonant letters that represent one sound at the beginning of a word using examples of words from the book.

- Place magnetic letters on the board: *s, h, a, p, e, t, h, a, n, k, s*. Pull down letters to make the word *shape*. Run your finger under it as you say it. *Did you hear the sound at the beginning of the word?* • *Let's say it together and listen for the first sound.*
- *The first sound in shape is /sh/. What letters stand for the /sh/ sound?* • Point out the *sh* at the beginning of *shape*. *The s and h stand for one sound: /sh/.*
- Repeat with the word *thanks*.

Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by •).

- *Look at the cover of A Whale of a Tale. A whale of a tale is an expression that means "a big story." That's the main character, Mateo. He's making a project for school. What does it look like?*
- *Turn to pages 2 and 3. There's Mateo's dad. He was just starting to bake cookies. Mateo had to make something out of clay for school tomorrow. You can see the clay on the kitchen table.*
- *Turn to pages 6 and 7 and look at the picture. What are you thinking?* • *Mateo was going to make a blue whale, so he and his dad looked for pictures of blue whales.*
- *Turn the page. On page 8, the writer uses the words first, next, and then to tell the steps Mateo followed to make his blue whale. Now look at the pictures on pages 8 and 9. What do you notice?* • *Mateo rolled out the clay, and at the same time, Mateo's dad rolled out the cookie dough. What is cookie dough?* • Clarify if needed. *So, all the time Mateo was making the blue whale out of clay, Dad was making the cookies out of dough.*
- *Turn to pages 10 and 11. Mateo's dad took the cookies out of the oven. They smelled delicious. What was Mateo doing?* • *Mateo finished his whale and carefully packed it up in a box. Say and clap carefully.* • *Find and point under carefully in the first sentence on page 11.* • *Why would Mateo need to be careful with his whale?*
- *Mateo's dad put some cookies in a bag for Mateo to pass out at school. What does it mean to pass out cookies?*
- *Turn to pages 12 and 13. Mateo held his box tightly, but he dropped it when he jumped off the bus. Say and clap tightly.* • *Show how you would hold a box tightly.* • *Mateo's whale was in that box. What are you thinking?* • *Turn the page to see what happened.*
- *What's the problem?* • *When Mateo saw his whale, he stood frozen in his spot. In this sentence, frozen means "couldn't move." What was he thinking?*
- *Go back to the beginning and read to find out what Mateo did.*

Reading the Text

Students will be reading silently, but you may want to sample the oral reading of a particular student or students.

- To demonstrate reading with phrasing at a good rate, slide a strip of card from left to right across a line of text. *Watch me move my eyes.* Prompt with *Read this smoothly with your eyes.*
- If needed, remind the student to monitor their reading. *You can stop and fix that.* Tell the student to work through the letters left to right to sound out the word. Reinforce with *You fixed that.*

Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *A Whale of a Tale*.
- To encourage discussion, you may want to select from the following questions/prompts:
 - *Mateo was excited to make a blue whale for his school project. How do you know that?*
 - *Take a look at page 13. How did Mateo feel when he dropped the box with his whale inside?*
 - *Look at page 14. How did Mateo feel when he saw his broken whale? Tell how you know.*
 - *Explain how Mateo used quick thinking to solve the problem of the broken whale.*
 - *Do you like the way the story ends? Let's talk about how Mateo's dad surprised him.*
 - *The characters and events in this story are made up, but the story could really happen. What kind of book is this—fiction or nonfiction?*
- Continue the discussion, guiding students toward the key understandings and the main message of the text. Some key understandings students may express:

Supporting English Learners

Support students' discussion of the text.

- Encourage partners to discuss their ideas before sharing with the group.
- Provide oral sentence frames (e.g., *I know Mateo was excited because ____.* *Mateo felt ____ when he dropped the box.*).

Thinking *Within* the Text

- Mateo's dad made cookies while Mateo made a clay whale as a class project.
- Mateo's dad packed cookies for him to take to school. Mateo packed his whale in a box.
- At school the next day, Mateo dropped the box with his clay whale. The whale broke into pieces.
- Mateo said it was a jigsaw puzzle.
- Then he shared his dad's cookies with the class—bright blue whale cookies.

Thinking *Beyond* the Text

- ◆ Mateo was excited about his project. He researched blue whale pictures.
- ◆ Mateo and his dad worked in similar ways—Mateo worked with clay to make a whale and his dad worked with dough to make cookies.
- ◆ Mateo's dad planned a surprise for him.
- ◆ Mateo was worried when he dropped the box. He was upset when he saw the broken whale.
- ◆ Mateo was a quick thinker.

Thinking *About* the Text

- The writer uses time-order words to tell events in chronological order.
- The illustrations extend the meaning of the text.
- The story has a humorous, surprise ending.
- The story is fiction.

MESSAGE When unexpected problems come up, you can turn them into something positive.

Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking within the text.

Solving Words: Locate High-Frequency Words

- Write the word *done* on the whiteboard. Point under it and read it aloud. *Get a good look.* Invite students to find the word on page 10. *Put your finger under it and read it.*
- Repeat with the words *some* (pages 11, 15), *until* (page 11).



For more information about concepts presented in this lesson, see Letter-Sound Relationships row 8 and High-Frequency Words row 5 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.



To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

Supporting English Learners

Support students in the shared writing.

- Check to be sure students understand the concept of a story map.
- Provide oral sentence frames (e.g., *At the beginning, _____. In the middle, _____. At the end, _____*).
- Provide as much support as needed to help students read the sentences in the story map.

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Phonics/Letter and Word Work

Help students become more flexible working with letter-sound relationships.

Instructional Routine: Sound It Out

1. Tell students they are going to learn more about how to sound out a word that begins with a cluster of consonants that represent one sound. Write the word *whale* on a whiteboard. Cover the word.
 2. Uncover each letter (or group of letters) left to right and have students say the sound the letter represents. Have them blend sounds as you run your finger under the letters.
 3. Have students blend the sounds again as you run your finger under the letters. Then point under the word and have students read it.
 4. Have the students read the word in context on page 8.
- Repeat the routine with other words from the book, such as *show* [page 15], *that* [page 11]. Reinforce with *Some clusters of consonant letters stand for one sound that is different from either of the individual consonant sounds. They are consonant digraphs. Listen for the sound of a consonant digraph at the beginning of a word.*
 - If time permits, have students read and write high-frequency words: *done, some, until*.
 - **Dictate-Write-Read:** Say the sentence *He held the box tightly, but he dropped it*. Have students say the sentence. As you dictate one word at a time, have students write the sentence, reread it, and illustrate it if time allows.



Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

Shared Writing: Story Map

- Discuss the story events with students. Complete a story map together to help them understand the story's sequence of events.
- Draw a story map on chart paper with three boxes labeled *Beginning*, *Middle*, and *End*. Ask students to compose sentences describing events in the story in order. Write students' sentences in the story map.
- Have students reread the completed story map. You may want to make copies for them to illustrate and glue in the *Reader's Notebook*.

Beginning

Mateo made a blue whale with clay.
He packed it up in a box.

Middle

Mateo dropped the box at school.

End

The whale was broken.
Mateo said it was a jigsaw puzzle.



Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level L in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.