

Lesson 1 Reading and adjectives

What to do today

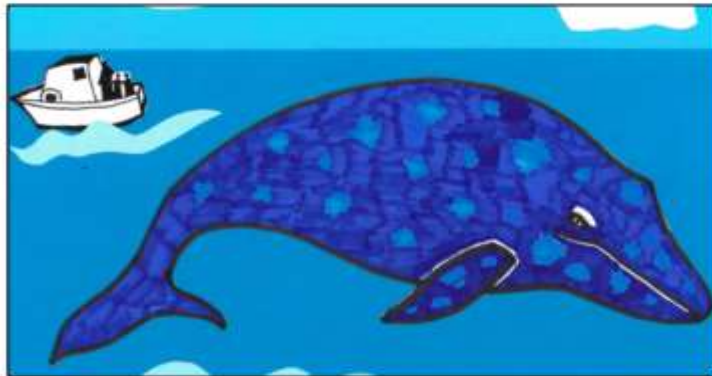
IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. It's reading time!

Read the information sheet on *Adjectives* and then read the Hamilton Group Reader, *Whale Words*.

- What adjectives were in the text? *Big, massive, grey, blue*, etc.
- Pick any one of the whales in the story and describe it on *My Chosen Whale*.

Adjectives...



Adjectives are describing words.

They tell us more about a **noun** – a thing or object, like a whale or another animal or a part of it, like a fin.

The **huge** whale

The **spotty** whale

You can use more than one adjective in the same sentence.

If you do that you usually put a comma between them.

The **huge, spotty** whale

My Chosen Whale

- Pick any one of the whales in the story and describe it.
- Think of some really good adjectives that you could use to describe your whale.
- You could describe the whole whale or just part of it – its eye, its flipper, its skin, etc.



A rectangular writing area with a decorative border of colorful puzzle pieces (red, yellow, blue, and green) around the perimeter. The interior of the rectangle is white and contains ten horizontal lines for writing.

lesson 2 Descriptions and comparisons

What to do today

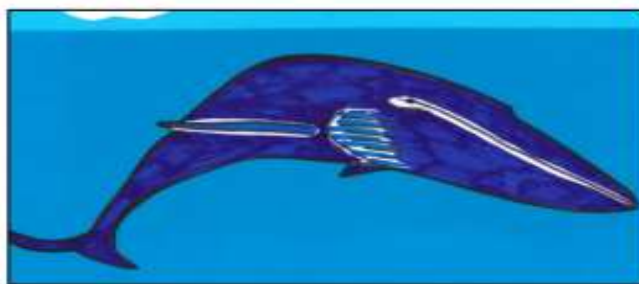
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2. Looking at description: comparisons

Read the information on [Comparisons](#) and learn how to create similes to describe something.

- Re-read [Whale Words](#) and point out all the similes that are used in the text.
- Think of another sea creature. On [Creature Comparisons](#), draw a picture of your creature and then write several similes to describe it and what it does.

Comparisons



We can also use **comparisons** to describe something.

There are two ways we can do this.

1. We can say what the thing we are describing is **like**.

- Its skin was blue **like** a summer's sky.
- The whale jumped out of the sea **like** a rocket.

2. Or we can compare the thing we are talking by using the word **as**, twice.

- Its skin was **as** blue **as** a summer's sky.
- The whale jumped out of the water **as** fast **as** a rocket.

Creature Comparisons

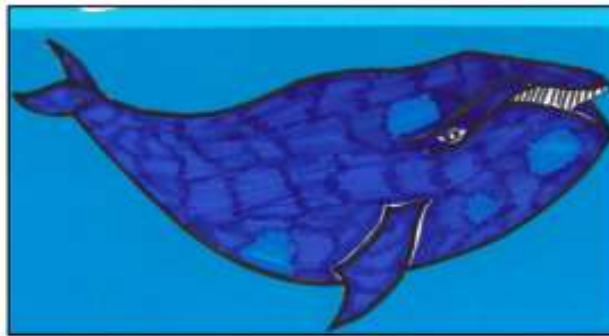


Lesson 3 Acrostic poems

Read the *Right Whale Acrostic* and explore how acrostics are made.

- Select another of the whales from the group reader and create an acrostic for it on the *special acrostic paper*.

A Right Whale Acrostic



Riding through the waves as fast as the wind
Imagine seeing five diving together!
Gigantic flippers flapping like paddles on a boat
Huge head plunging into the stormy, grey spray
These are the most beautiful whales of all!

Notice how the first letters of each line go together, top to bottom, to spell out the Right whale's name – r i g h t!

Writing an acrostic

1. Write the letters of your whale's name down the left hand side of the paper. Use capital letters and make sure you get the spelling right!
2. Now for each letter create a line that carries on from the letter and says something about your whale.
3. See if you can include some great adjectives in your lines.
4. See if you can include a simile in one of your lines.

Lesson 3 Acrostic poems

My Acrostic



A worksheet for writing an acrostic poem. It features a large rectangular area with ten horizontal lines for writing. The entire area is framed by a decorative border made of colorful interlocking puzzle pieces in shades of blue, yellow, red, and grey.

Lesson 4 Writing

Have a go writing!

- On *My Whale*, draw a whale all of your own and invent a name for it (a Left Whale, a Skinny Whale, a Zig-Zag Backed Whale etc.)

My Made-Up Whale

Name: _____

What my whale looks like:



All about my whale:

Lesson 5

Reading Comprehension

Watch the Manfish - a story of Jaques Cousteau

<https://www.youtube.com/watch?v=YGi2BkgPfDc&t=499s%2C>

Now read the short *Extract from Manfish*.

- Answer the *Manfish Extract Questions*.
- If you can't just remember an answer straight away, be sure to re-read the part of the text you need to find the answer.

An Extract from Manfish



When Jacques finished school he joined the French Navy. His ship sailed all around the world, and everywhere he went he filmed what he saw.

In China he filmed men catching fish with their bare hands. They held their breath underwater for many minutes. Jacques wondered what that would be like.

One day at a beach, a friend gave Jacques a pair of goggles with rubber frames and glass to look through. Jacques wore them into the ocean. Beneath the water he was surrounded by silvery green forests of sea plants and fish he had never seen before. Everything was silent and shimmering. It was a whole new world.

When he came up he saw cars, people, buildings and telephone poles. Once again he went below into the magical underwater world. At that moment Jacques knew his life was changed forever. His eyes had been opened to the wonders of the sea.

Jacques and his friends Philippe and Didi began to dive together. They experimented to see how long they could stay underwater and how deep they could go.

Jacques created a waterproof case for his camera, to film the amazing kingdom he and his friends were exploring beneath the surface. They made rubber suits to keep themselves warm and flippers to help them kick better.

But Jacques wanted to stay down longer than one breath at a time. He realised he needed to take more air with him, enough to explore the mysterious depths and vast expanses of the ocean – to swim through the sea as free as a fish.

He wanted to become a manfish. And he began to work on just how to do it.

Lesson 5

Reading Comprehension

Manfish Questions

1. How did the men that Jacques saw in China catch their fish?

2. What were the names of Jacques' two friends who went diving with him?

3. When Jacques came up out of the sea after diving he saw various things. Tick the ones in this list that he saw:

Cars _____ People _____ Lorries _____

Buildings _____ Telephone poles _____ An aeroplane _____

4. Find and copy the phrase that describes the sea plants Jacques saw when he was diving.

5. "His eyes had been opened to the wonders of the sea." What does this expression mean? Tick one answer:

- (a) Jacques opened his eyes underwater and got salt in them _____
- (b) Jacques knew he needed to get a better pair of goggles before his next dive _____
- (c) Being able to see underwater had made Jacques realise for the first time how amazing the ocean was _____
- (d) Philippe and Didi made Jacques open his eyes in the sea _____

6. Write a short caption to go with this picture from the story.



Lesson 5

Reading Comprehension

7. Using 1st, 2nd, 3rd and 4th, put these events from the story in the right order:

_____ Jacques created a waterproof case for his camera.

_____ Jacques joined the French Navy.

_____ Jacques, Philippe and Didi experimented to see how long they could stay
underwater.

_____ One day at the beach a friend gave Jacques a pair of goggles.

8. The story says that Jacques wanted 'to explore the mysterious depths and vast expanses of the ocean.' Why do you think it says the depths of the ocean were 'mysterious'?

9. Give another word or words that mean the same as 'vast'.

10. How do you think Jacques and his friends felt as they dived deep into the ocean?

11. Why do you think they felt like that?
