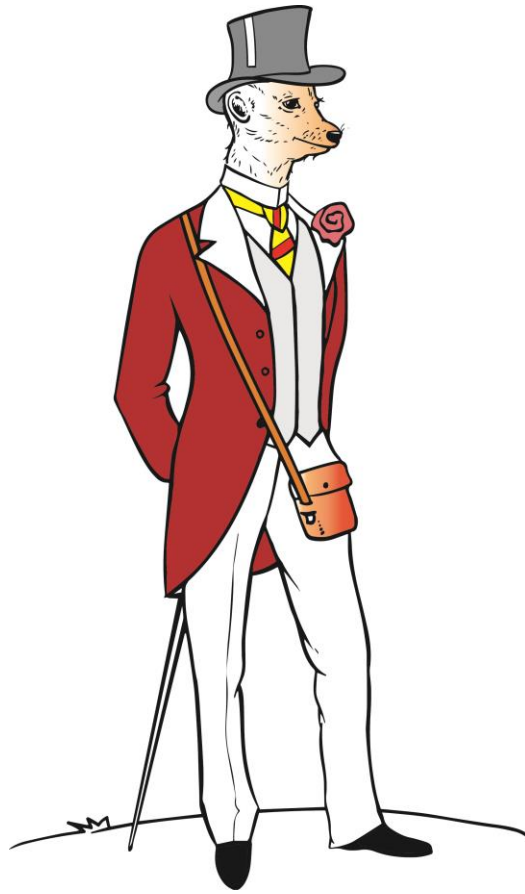


Mr. Meerkat's Poetry for Children



Teacher's Companion

Stage 2: Grades 3 and 4

By

Leonard Reynolds

Whales Come to Visit

Sunlight streamed to the ocean floor
Turning the sea mirror blue
As yellow butterfly fish swam by
Where the red coral trees grew

Waves are splashing and dancing about
For summer time has come
And creatures of the reef are glad
To play with everyone

Now Rocky Ray is out of bed
And Maurie's hat's on straight
For today they'll see the whales pass by
It's really quite a treat

They dive down low to say hello
Then swim towards the sky
They breach the waves and take some air
And throw their tails high

The fish are always so impressed
To see the monsters breaching
And all are glad to see their fun
And listen to their calling

But say goodbye for another year
Their play today is done
For whales swim far north each year
To chase the summer sun

Explanatory Notes

Subject:	Whales' migration
Theme/s:	Whales Migratory animals
Mood:	Cheerful, fun, full of wonder
Persona:	Omnipresent narrator
Description:	6 quatrains with a regular rhyme pattern
Style:	Accentual verse, descriptive, light verse
Rhyme:	ABCB, ABCB, ABCB, ABCB, ABCB, ABAB
Rhythm:	The iambic meter and ABCB rhyme scheme establish a quick rhythm
Features:	Rhyme, descriptive language, symbolism, metaphor, sibilance, puns, internal rhyme, anthropomorphism, satire, connotation

Lesson Objectives

Key language focus: Structure and features of informative text

Culminating activity: Write a report on the humpback whale migration

This is the final text about the reef creatures. In this lesson, students will examine how the reef creatures respond to migrating whales. Students will analyse the features of an informative text, using a link on koalas (page 77). They will then research the humpback whale migration and create their own informative text that includes a map and calendar.

Students will meet the following ACARA content descriptors for English – Year Three:

- Distinguish how choice of nouns present different evaluations of characters in texts
- Become familiar with typical language features of various text types such as reports
- Discuss the use of descriptive adjectives to establish setting and atmosphere
- Make connections between the text and students' own experience and other texts
- Use print and digital resources to gather information about a topic
- Select an appropriate text structure for a writing purpose and sequence content for clarity and audience impact
- Use vocabulary, including technical vocabulary, relevant to the text type and purpose and appropriate sentence structures to express and combine ideas

Students will meet the following ACARA content descriptors for HASS – Year Three:

- Pose key questions when investigating a topic
- Construct and annotate maps
- Use geographical tools to locate and name significant places e.g. states and territories
- Describe major natural features of Australia, such as the Great Barrier Reef, with annotations on a map

Cross-Curriculum Links (ACARA)

- Science
 - Biological sciences
 - [Living things can be grouped on the basis of observable features and can be distinguished from non-living things](#)
 - Do a study of reef or ocean life
 - Earth and space sciences
 - [Earth's rotation on its axis causes regular changes, including night and day](#)
 - Study the seasons and how they affect animal behaviours
 - Physical sciences
 - [Heat can be produced in many ways and can move from one object to another](#)
 - Look at the effect of seasonal temperature changes re. ocean temperature, animal reproduction, food sources available etc
- Arts
 - Music
 - [Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns](#)
 - Listen to whale song

General Capabilities and Cross-Curriculum Priorities (ACARA)

- [Literacy](#)
 - Compose and edit a range of learning area texts
 - Use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts
 - Differentiate between the language of opinion and feeling and the language of factual reporting or recording
- [Numeracy](#)
 - Interpret information, locate positions and describe routes on maps
 - Use calendars to locate and compare time events
- [Information and Communication Technology \(ICT\) capability](#)
 - Locate, retrieve or generate information from a range of digital sources
 - Identify and independently operate a range of devices, software, functions and commands
- [Critical and creative thinking](#)
 - Identify main ideas and select and clarify information from a range of sources
 - Collect, compare and categorise facts and opinions found in a widening range of sources
- [Sustainability](#)
 - The biosphere is a dynamic system providing conditions that sustain life

Extension Activities:

- As a science lesson, research ocean life and classify the different types of creatures. Look at how whales can fulfil their functions, such as breathing, feeding and reproducing, while living in the water. Compare this to other mammals.
- Study the seasons and how the tilt of the Earth's axis causes them. Discuss how seasonal changes affect weather and ocean temperatures, linking this to the migratory patterns of animals such as birds and whales. As a culminating activity, students can use what they have learned to explain why the whales breed in the north and feed in the south. [Resource 1](#); [Resource 2](#).
- Discuss what constitutes song or music, identifying the key elements or features. Look at how song exists in the animal world, and consider whether bird song, for example, can be called song. Listen to whale song and decide whether or not it can be called music. Experiment with using whale song as part of a musical composition.
- Watch the ABC [Behind the News episode on humpback whales and Australia's whaling history](#). Complete the activity sheets on the BTN website or identify similarities and differences between the BTN episode and the poem.

Differentiation Options:

- As a class, brainstorm inquiry questions and search query terms for completing the research task on humpback whales.
- Have students work in jigsaw groups, dividing the report into different sections for which a different student is responsible. Have students research independently and then come together in mixed-ability groupings to compose the final report.
- Provide a report scaffold in order to help students organise and structure their work.
- Brainstorm report-writing vocabulary as a class, creating a word wall or similar that includes technical vocabulary as well as appropriate sentence starters, cohesive ties etc.

Discussion Points

Pre-reading

- What do you think this poem is about?
- Have you ever seen a whale?
- Where?
- What did it do?
- What was it like?

During reading

- Stanza 1
 - o The poem begins with alliteration. What is the alliteration?
 - o What is the ocean like today?
 - o What is the weather like?
 - o What is the “sea mirror”? What is the poet talking about?
 - o What do you notice about this description? What is it focusing on?
- Stanza 2
 - o There’s some more alliteration here. What is it?
 - o What sense is being used to describe the ocean?
 - o Does it sound like a nice place to be?
 - o What time of year is it?
 - o How does summer time make you feel? What connotations does summer have?
 - o How do the reef creatures feel?
 - o What reef creatures do you think the poet is talking about?
 - o Do whales live on a reef?
- Stanza 3
 - o Where have we read about these guys before?
 - o How do we know that seeing the whales is a bit special?
 - o What special preparations do the reef creatures make for the whales’ visit?
 - o What do you do when you are going to have special visitors?
- Stanza 4
 - o What do the whales do when they visit?
 - o What are the 2 examples of alliteration in the first and second lines?
 - o Can they really reach the sky?
 - o What is breaching? What does it look like?
 - o Does anyone know why whales breach?
 - o Does anyone know what type of animal a whale is?
 - o Can they breathe underwater?
 - o How do they live in the ocean?
 - o Describe the whales. What do they seem like? What is their mood? Their personality?
 - o What are the whales doing?
 - o Why?
 - o Do you think they know the reef creatures are watching them?

- Stanza 5
 - What impresses the fish?
 - Why do you think this would be impressive?
 - Who is glad?
 - The whales are having fun, which means they are...? Playing
 - Do animals play?
 - Even adult animals?
 - Why?
 - What else are the whales doing?
 - Who has heard a whale?
 - What does it sound like?
 - Do you think the fish and reef creatures understand them?
 - Do whales talk?
 - What about other animals?
- Stanza 6
 - How often do the reef creatures see the whales?
 - Where do whales go in summer?
 - Where do they go in winter?
 - Why would they go north in winter? Hint: Is it hotter or colder in the north of Australia?
 - Does anyone know what the whales do up north?
 - Why would they go south in summer?
 - How is the weather different in the south in summer when compared to the north?
 - Why might whales like this?

Post-reading

- Does anyone know what type of whales migrate like that?
- This poem is about a special coral reef. Can anyone tell me what coral reef the poem might be talking about
- And where is the Great Barrier Reef?
- Why is it special?
- Would it be fun to see whales migrate?
- What do whales eat?
- Would they eat the reef creatures?

Activities

Literal	<p>23. What time of year is it? _____</p> <p>24. Do whales breathe under water? _____</p> <p>25. What is it called when whales jump out of the water with almost their whole bodies? _____</p>										
	<p>26. The first stanza describes the setting of the poem. What type of atmosphere is created by this setting?</p> <hr/> <hr/>										
Inferential	<p>27. How do the reef creatures get ready to welcome the whales?</p> <hr/> <hr/>										
	<p>28. How does the visit of the whales make the other sea creatures feel?</p> <hr/> <hr/>										
Evaluative/Applied	<p>29. Why do you think this is?</p> <hr/> <hr/>										
	<p>30. The poet calls the whales “monsters”. Monster has two meanings. Look them up and complete the table.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Definition</th> <th style="width: 40%;">How it describes the whales</th> <th style="width: 35%;">What it tells us about the whales in comparison to the reef creatures</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>			Definition	How it describes the whales	What it tells us about the whales in comparison to the reef creatures					
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Whale Trails

Humpback whales undertake one of the longest migrations of any mammal on Earth and, like in the poem, many of them pass by the Great Barrier Reef on their journey. You will research the humpback whales and write a report about the whales for other students.

Complete the table below to look at language and textual features that you can use in your own writing.

Features	What is it like in the text?	How does it help make the text easier for students to read?
Picture		
Type of words used		
Bold font		
Text box		
Lists with bullet points		

Your report needs to include:

- What type of animal a whale is
- A description of what a whale looks like and how big it is
- What humpback whales eat
- A description of humpback whales' migratory patterns, including where they go, when they migrate, how far they travel and why they travel to different places

You also need:

- A title
- Image/s
- A map of Australia where you have labelled the countries, marked the Great Barrier reef and drawn the whales' migration route
- A calendar where you have marked the months of the year when creatures on the Great Barrier Reef might see whales
- Textual and language features appropriate to an informative text

While you're researching, take the time to [watch some videos of whales and listen to whale songs](#). They are very fun!