

# Whales on the World Wide Web

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**Level 20**

## Getting ready for reading

If possible, have the group look at a simple web page on the World Wide Web. Ask: *How do you think this was developed? What steps do you think we would need to go through to make our own web page?* Record these as a concept web.

## Talking through the book

Give each student a copy of the book. Turn through the book and stop at each page where a new text feature is presented. On page 5 ask: *How do we read the concept web? What do the lines that join each box tell us?* On page 7 ask: *What does the dotted pointer tell us? What does the world map show? What information can we get from it?* On page 9 discuss the features of a web page. *What are the words along the top there for? What do we need to read first?* On page 16 discuss: *What is e-mail? How does it work?*

## Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the students to support their answers with evidence from the book as they discuss these questions.

*What kind of whales could be found in the ocean near the children's school?*

*At what time of the year were the children most likely to see whales?*

*Why did the children want to make a web site?*

*What skills did they need to make a web site?*

*Did anyone visit their site?*



## TEXT FEATURES

- **This book is about a group of students who develop a class web page about the whales that swim near their school.**
- **It is written as a recount, but it is also an explanation about how to set up a web page.**
- **A range of formats is used to present information: concept webs, hypertext, captions, labels, maps and e-mail.**
- **Information about whales is also included.**

### **Being a code breaker**

Students may like to explore the /w/ and /wh/ sounds in the book: *whales, world, wide, web, we, what, which, whaling, where, would, winter, water, work, was, were, waited.*

### **Being a text user**

Discuss:

*What can you learn about making a web site from this book?*

*What can you learn about whales?*

Refer to the concept web made prior to reading the book.

*How is your plan the same as the one in the book? How is it different?*

### **Being a text critic**

Discuss:

*How is this class the same as your class?*

*How is it different?*

*Could your class make their own web site?*

*What did the author need to know to write this book?*

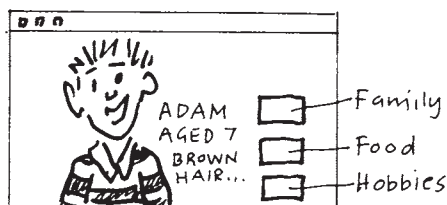
## Literacy learning centres – follow-up activities

### **T TEXT CENTRE 1**

Students could make a plan for a web page about a topic that interests them. If possible, do it using a computer.

### **T TEXT CENTRE 2**

On paper, the students can make a home page about themselves. They can start with their name and make hot links to topics such as family, hobbies and food, which they can write and design.



### **W INTERACTIVE LITERACY CENTRE**

Students could work in cooperative groups to plan a web site about a topic relevant to the class, for example, 'Our School'.

### **😊 WORD CENTRE**

Students could find and record a range of words beginning with 'w'. These could be classified by the sound they represent and placed on a work wall.

whales	world	water
what	were	was
which	work	waited
whaling		

### **Keeping track**

Observing students' ability to understand information contained in illustrations, charts, graphs and diagrams provides insight into their skills in visual literacy.