

CHARLIE'S WHALE

LIBBY GLEESON AND HANNAH SOMMERVILLE



F	1	2	3	4	5	6	7	8	9	10
			✓	✓	✓	✓				

Writing	
Ideas	✓
Organisation	✓
Voice	
Word Choice	✓
Sentence Fluency	✓
Conventions	✓
Presentation	



Reading	
Determining Importance	
Inferring	✓
Making Connections	✓
Predicting	✓
Questioning	✓
Summarising & Synthesising	✓
Visualising	

Charlie's Whale by Libby Gleeson and Hannah Sommerville is a book about a young boy who loves the sea and longs to see a real whale for himself. He knows lots of facts about them but has never seen one with his own eyes.

Writing

IDEAS: This story is essentially about something a young boy wants to see because he's interested in it. Students could consider similar longings they have. E.g. *What's something you have always wanted to see or try?* This could spark some writer's notebook writing (or list writing). **SENTENCE FLUENCY:** This would be a useful mentor text for teaching students how to add detail to their writing using adjectival phrases. E.g. 'He loved the huge wild waves *that crashed onto the sand and made the beach tremble*' There are also a vast array of simple, compound and complex sentences in the text, each creating variety in sentence lengths and beginnings. Another striking sentence fluency feature in this text is the use of 'rule of 3'. E.g. where the author has listed things Charlie loves in groups of three. **WORD CHOICE:** this book has plenty of tier 2 words that are ripe for instruction. Verbs such as tremble, gathered, tucked, spotting, swish, visited and paddled would be useful for vocab instruction, alongside adjectives such as crisp, gentle, brightly coloured and wild. Libby Gleeson does a great job of using these descriptive words to help paint a vivid image in the reader's mind. How can your students apply this to their own writing?

Reading

INFERRING: Look for places in this text where the author has used the writing technique of "show, don't tell". Where has the author said something without saying the actual words? E.g. *Charlie turned his head away*. What does this mean? How was he feeling? When have you done this? How were you feeling at the time? **MAKING CONNECTIONS:** When have you felt like Charlie? What have you longed to see or try in your life? Maybe you researched the thing and became obsessed with it like Charlie. How did you feel when you finally saw / experienced it? **PREDICTING:** Make predictions based on the cover alone. Narratives always contain a problem. What could some potential problems be in this story? Read through the book and check in on your predictions, making modifications whenever you gain new information.