

TEACHER READING GUIDE

Whale vs. Giant Squid

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This book is a part
of the **Who Would
Win?** series.

Essential Question: How does identifying text structure help you explain the meaning of the text?

BOOK SNAPSHOT

Selected from the New Worlds
Reading Initiative booklist

Text Type: Nonfiction

Genre: Informational

Themes/Topics: Animal Science

Lexile: 700L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.4.F.1.3

Decode multisyllabic words using morphology (-er, -est).

Vocabulary

ELA.4.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.4.R.2.1

Identify text structures to better understand the text.

BUILDING BACKGROUND

- Engage students in an exciting exploration of the two creatures, the whale and the giant squid.
 - Provide fun facts about the two animals, such as:
 - Did you know giant squids have eight arms AND two tentacles?
 - Did you know sperm whales have the largest brain of any animal to ever live on Earth?
 - Provide students with opportunities to share what they may already know or want to know about either of these two animals.
 - Discuss their predictions of who they think would win this fight based on the information they know.

STUDENT LEARNING TARGETS

Today I am:
identifying the **compare**
and **contrast text**
structure.

So that I can:
understand how the
author organizes the text
and uses the information
to write a fictional
narrative.

WORD WORK — DECODING MULTISYLLABIC WORDS USING MORPHOLOGY (-er, -est)

- **ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.**
 - a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

Use word sums to help your students identify **suffixes** to understand the difference between adjectives that use the **-er suffix** and the **-est suffix**.

A *base word* is the part of a word that cannot be broken down and has its own meaning. When the **suffix** **-er** or the **suffix** **-est** is added to a *base word*, it creates a new word, and it also changes the meaning of the word. Here are some examples from the book and a description of what the words mean.

Base Word	Suffix	New Word	Meaning
fast	+ -er (more than) →	faster	more fast than
fast	+ -est (most) →	fastest	the most fast

Practice discussing words with the **-er** and **-est suffixes** from the book.

Suffix **-er** Example:

- On p. 20, say, "Look at the word *faster*. *Faster* is made up of two word parts, a *base word* and a **suffix**. The **suffix** is a word part that is added to the end of a *base word*."
- Say, "*Faster* has the **suffix** **-er** at the end. The **suffix** **-er** means *more than*."
- Say, "When you add the **suffix** **-er** to the *base word* *fast*, the meaning of the word becomes *more fast than*."
- Say, "So, a sperm whale can swim *faster* than a giant squid."

Suffix **-est** Example:

- On p. 20, say, "Now look at the word *fastest*. *Fastest* is also made up of two word parts, a *base word* and **suffix**."
- Ask, "What would the **suffix** be in *fastest*?" Guide students to the correct answer.
- Ask, "If the **suffix** is **-est**, what is the *base word* in *fastest*?" Guide students to the correct answer.
- Say, "When you add the **suffix** **-est** to a word, it means the *most*."
- Ask, "If **-est** means *the most*, what does the word *fastest* mean?" Guide students to the correct answer.
- Say, "A sperm whale can swim *faster* than a giant squid, but the sailfish can swim the *fastest*."

Continue to practice suffixes with the following words from the book:

deeper (p. 21, p. 27)	colder (p. 23)	shallower (p. 27)	easier (p. 27)
largest (p. 4, p. 5, p. 7, p. 8, p. 11)	biggest (p. 4)	busiest (p. 16)	fastest (p. 20)

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



propels (p. 5): If something **propels**, it moves forward. The giant squid **propels** itself by sucking water into its head and squeezing the water out.



protective (p. 9): If something is **protective**, it is designed to keep you from harm. Mollusks normally have a hard **protective** shell because they have a soft body.



steer (p. 13): If you **steer** something, you control it so that it goes in the direction you want. The giant squid uses its fins to **steer**.



maneuvers (p. 30): If you **maneuver**, you move with a purpose. The whale **maneuvers** around the squid in order to be in a good position to bite it.

Vocabulary Extension Activity

- Reinforce students' understanding of the vocabulary by writing a vocabulary short story.
 - For example, a short story about a boat could be written using all of the vocabulary words.
 - During the ship's last leg of the journey, the **protective** hull crashes into a large rock, causing the ship to change course and **propel** itself into a rough storm ahead. The captain remains calm and **steers** the boat toward a small island in the distance. The boat quickly **maneuvers** around huge rocks and into the small bay of the island, where everyone lands safely.

READ FOR MEANING — TEXT STRUCTURE

- ELA.4.R.2.1: Explain how text features contribute to the meaning, and identify the text structures of problem/solution, sequence, and description of texts.
- ELA.4.R.2.4: Explain an author's claim and the reasons and evidence used to support the claim.
- ELA.4.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques, such as descriptions and transitional words and phrases.



Before:

The purpose of today's read aloud is to identify the **text structure** and use the information gathered from the text to write a fictional narrative. **Text structure** refers to how information in a text is organized. There are six types of **text structures**: Description, Chronology, Sequence, Comparison, Cause/Effect, and Problem/Solution. Refer to p. 174 of the B.E.S.T. Standards for additional information about each type of **text structure**.

- Write each **text structure** on chart paper, and hang each paper around the room. Ask students to walk around in groups of three to four to write what they know about each structure.
- Review the **text structure** walk; confirm/guide students' thinking to the most important parts of each **structure**.
- Complete a picture walk with students, and read only the headings to figure out how *Whale vs. Giant Squid* is organized.
- Take time to discuss the *similarities* and *differences* in the headings and pictures. Guide students to conclude that *Whale vs. Giant Squid* is organized in a **compare and contrast text structure**.



During:

As you read *Whale vs. Giant Squid*, display and use the comparative features graphic organizer to **compare and contrast** a sperm whale with a giant squid.

Did You Know?

One way to help students with morphology is to use **word sums**. **Word sums** use a plus sign (+) to show how the word parts join and an arrow (→) to show the finished word. It helps students to visualize how words are created by adding affixes to base words. It also deepens students' understanding of the meaning of words.

Example: *fast + est → fastest*

	Sperm whale	Giant squid
How big are they? (p. 4 - 7)		
How do they navigate the deep waters? (p. 11, p. 22)		
What do they use to eat their food? (p. 12 - 13)		
What is their diet? (p. 18 - 19)		
How fast do they swim? (p. 20 - 21)		
To what depths can they dive? (p. 20 - 21)		
What weapons do the animals have? (p. 22 - 23)		



After:

- Say, “The author uses these **comparative features** to support his claim that sperm whales would win in a fight against a giant squid. Now you are going to challenge the author by creating a story where the squid wins the fight.”
- Writing prompt: Imagine you are about to witness an epic fight between a sperm whale and a giant squid. Write a two-paragraph story where, in the end, the giant squid wins the fight. Include details from the comparative features graphic organizer to support how the giant squid would win the fight.

B.E.S.T. Standards Connection

On p. 184 of the B.E.S.T. Standards, there is a list of **Narrative Techniques**, methods that writers use to tell a story, deliver content, or convey a message. This list may be helpful for students to refer to while they are writing their own narratives.