



# Close reading plan

*Who Would Win? Whale vs. Giant Squid* by Jerry Pallotta

Created by Alicia Wetherbee, 2014 Connecticut Dream Team teacher

What makes this text complex?			
<b>Text and Author</b>	Who Would Win? Whale vs. Giant Squid by Jerry Pallotta	<b>Where to Access Text</b>	<a href="http://www.scholastic.com/teachers/book/whale-vs-giant-squid#cart/cleanup">http://www.scholastic.com/teachers/book/whale-vs-giant-squid#cart/cleanup</a> Public Library
Text Description			
Who Would Win? Whale vs. Giant Squid compares and contrasts the structures and behaviors of the whale and the giant squid. The book outlines the different features and survival techniques with headings, labels, and illustrations. This text follows along in a clear compare and contrast structure going back and forth between whale and giant squid facts. This text engages the reader by providing an advantage checklist at the end of the book. The checklist aids the reader in forming an opinion and citing evidence from the text to support their reason of which animal is the victor of the battle.			
Quantitative			
<b>Lexile and Grade Level</b>	620-720 Grades 1-2	<b>Text Length</b>	32 pages with illustrations
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The central idea of this text are that traits of the Sperm whale and Giant squid impact their survival.		The author uses the compare and contrast structure to organize this nonfiction text. There are headings that align with one another to show you the similarities and differences between the characteristics of the giant squid and sperm whale.	
Prior Knowledge Demands		Language Features	
Students will need to know how to navigate text features within informational text and compare and contrast information. Students will also need to have prior knowledge of how to determine important information vs. extraneous information.		Scientific vocabulary leads to complexity. There are comparisons and similes to describe the structures such as the whale's teeth are shaped like sidewalk chalk and the squid's eye is as big as a basketball. There are transitional words such as In comparison, between, and compared to.	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<i>"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)</i>		<i>"[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)</i>	
<ul style="list-style-type: none"> <li>Propels</li> <li>Steering</li> <li>Comparison</li> <li>depths</li> <li>agile</li> <li>relies</li> </ul>	<ul style="list-style-type: none"> <li>indentations</li> <li>upper</li> <li>material</li> <li>reverse</li> <li>motion</li> <li>versus</li> </ul>	<ul style="list-style-type: none"> <li>Sperm whale</li> <li>Giant squid</li> <li>Mollusk</li> <li>Cephalopods</li> <li>Feeder arms</li> <li>Horizontal</li> <li>Mantle</li> <li>echolocation</li> </ul>	<ul style="list-style-type: none"> <li>Pounds</li> <li>Feet (as in length)</li> <li>Mammals</li> <li>Inches</li> <li>Beak</li> <li>Chitin</li> <li>Miles per hour</li> </ul>
Potential Reader/Task Challenges			
There are many scientific terms within this text alongside extraneous fact boxes throughout each section. There is a fictional story at the beginning and the end so this may confuse some students being integrated into the non-fiction text.			

Text-dependent questions		
Question	Standard alignment	Page of this document
According to pages 4-7, what is one important fact about the sperm whale and the giant squid?	RI 1.5 RI 1.1	#4
Based on the text features what does the word <b>versus</b> mean in the title?	RI 1.4 RI 1.5	#6
How do the illustrations on page 10 and 11 show that the eyes are different between the whale and the squid?	RI 1.7	#8
Using pages 12 and 13, what is the connection between the whale's teeth and the squid's beak?	RI 1.3 RI 1.5	#10
Jerry Pallotta claims that the sperm whale is the winner of the battle. What are 3 pieces of evidence from the text that support this claim?	RI 1.8	#12
Target Standards		
<ul style="list-style-type: none"> <li>• RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</li> <li>• RI.1.5 Know and use various text features to locate key facts or information in a text</li> <li>• RI.1.7 Use the illustrations and details in a text to describe its key ideas.</li> <li>• RI.1.8 Identify the reasons an author gives to support points in a text.</li> </ul>		

**Question 1**

<b>Question #1</b>	According to pages 4-7, what is one important fact about the sperm whale and the giant squid?	
<b>Standard(s) covered:</b>	RI.1.5 Know and use various text features to locate key facts or information in a text RI.1.1 Ask and answer questions about key details in a text.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	<p>The sperm whale is one of the largest whales in the world. Or The sperm whale can be 60 feet long and weigh 50 tons. <u>AND</u> The giant squid is one of the largest squid. Or A giant squid can be 60 feet long and weigh 450 pounds.</p>	<ul style="list-style-type: none"> <li>• Student accurately identifies one fact from pages 4 and 5 about the sperm whale.</li> <li>• Student accurately identifies one fact from pages 6 and 7 about the giant squid.</li> <li>• Student accurately identifies information from a text feature.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn to answer a question by identifying key details and text features that help answer the question.	
<b>Prior knowledge to review</b>	Understanding what key details are versus additional (extraneous) information Important facts are also known as key details How to use text features	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Reread the part of the text that talks about the key words found in the question.	<ul style="list-style-type: none"> <li>• Hmm...I wonder where I can find important facts about the sperm whale and giant squid.</li> <li>• I notice that the question tells me to look on pages 4 through 7. This means I need to reread pages 4, 5, 6, and 7.</li> <li>• I am going to start on page 4. I notice that there is a heading at the top of the page that tells me that this section is all about the sperm whale. The whale illustration continues onto page 5 so I know that page 4 and 5 are teaching me about the sperm whale.</li> <li>• Now I will turn to page 6. Wow! This looks just like the sperm whale page except the heading and illustration is about a giant squid. I know that pages 6 and 7 are teaching me about the giant squid.</li> </ul>	

<p>2) Ask yourself, "What key words and text features help me answer the question?"</p>	<ul style="list-style-type: none"> <li>• Let's take a look back at our question. It says I have to find an important fact about a sperm whale and a giant squid. I'm going to look on page 4 and 5 since the heading says sperm whale.</li> <li>• I'm noticing that there are a lot of fact boxes on this page. Sometimes the author will put in additional information that doesn't have to do with our topic. I see that the big fact box is about the blue whale. I know that this fact is not important because it is not about the sperm whale. However, in the Did You Know? Fact box it talks about the blowhole of the sperm whale. I know that this fact is important because it is about the sperm whale.</li> <li>• I can also locate important information in the text. Sometimes the author will put in additional information that doesn't have to do with our topic. I see that the author talks about baleen whales. I know this is not important information because it is not a fact about the sperm whale. However, I notice that the author writes the sperm whale has the largest head of any animal on Earth. I know this fact is important because it is about the sperm whale.</li> <li>• Now I'm going to turn to page 6 and 7 because the question states that I need to also tell one important fact about the giant squid.</li> <li>• As I read I notice the words giant squid in the sentence that says "The giant squid has fins for steering." I know this is an important fact because it is about the giant squid.</li> </ul>
<p>3) Answer the question using evidence from the text.</p>	<ul style="list-style-type: none"> <li>• Now that I have an important fact about the sperm whale and the giant squid I'm going to answer my question using the evidence from the text.</li> <li>• One important fact that I learned about the sperm whale is that the sperm whale has the largest head of any animal on Earth. I also learned that the giant squid has fins for steering.</li> </ul>

### Extension and practice

- Write 2-3 facts the student learned about the sperm whale and giant squid.
- If students are having difficulty, write the sentences from the sperm whale page on sentence strips. Have students remove any of the sentence strips that do not contain the key details that discuss the sperm whale. Read aloud the remaining sentence strips and discuss which is a key detail and why.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (nonfiction and using text features and locating key details)

Objective: In this lesson you will learn to answer a question by identifying key details and text features that help answer the question.

1. Find and reread the part of the text that talks about the key words found in the question.
2. Ask yourself, "What key words and text features help answer the question?"
3. Answer the question using evidence from the text.

**Question 2**

<b>Question #2</b>	Based on the text features what does the word <b>versus</b> mean in the title?	
<b>Standard(s) covered:</b>	Standard RI 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Standard RI 1.5 Know and use various text features to locate key facts or information in a text.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	<p>Versus means that the whale and squid are going against each other like a battle. I know this because the title said, "Who Would Win?" and the illustration shows the whale and the giant squid fighting.</p> <p><u>OR</u></p> <p>The squid and the whale are fighting against each other. I know this because the title said, "Who Would Win?" and the illustration shows the whale and the giant squid fighting.</p> <p><u>OR</u></p> <p>The squid or whale will win or lose. I know this because the title said, "Who Would Win?" and the illustration shows the whale and the giant squid fighting.</p>	<ul style="list-style-type: none"> <li>• Student accurately identifies the meaning of the word versus. This will include the student accurately identifying that versus means to fight or battle.</li> <li>• Student mentions the use of the title or illustrations in defining the word versus.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn to determine the meaning of a word by using text features.	
<b>Prior knowledge to review</b>	Understand what text features are and how they can provide information. Know what a title, cover, and illustrations are How to use features to figure out unknown words	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Reread the part of the text that talks about the key words found in the question.	<ul style="list-style-type: none"> <li>• I notice in the question it told me that I need to look for the word "versus" in the title. I know that the title is on the cover of a book. The title tells the reader what the book will be about. Let me look at the cover of this book and read the title.</li> </ul>	

2) Ask yourself, "What text features help me answer the question?"	<ul style="list-style-type: none"> <li>• I notice that the author titled the series "Who Would Win?" Usually when there is a winner that means that there is a competition or battle of some sort.</li> <li>• I also notice that there is a rather large illustration on the cover underneath the text "Whale vs. Giant Squid." I notice that the whale and the giant squid are facing each other. It looks to me that the giant squid's beak is open at the whale and it's wrapping its tentacles around the whale. The whale's mouth is open towards the giant squid as well and you can see his large teeth. There are also bubbles surrounding the whale and the giant squid which show that there is a lot of movement. Maybe even a struggle between the two.</li> </ul>
3) Jot the answer on a post-it	<ul style="list-style-type: none"> <li>• Now that I've looked at my title and the illustration for clues about what the word versus means. I'm going to stop and jot on my post-it what I think the word versus means.</li> <li>• Versus means to go against or to compete/battle.</li> </ul>

### Extension and practice

- Students draw two animals that are competing against one another. They can write or discuss with a partner what is happening in their illustration using the word "versus".
- If students are having difficulty then create an example/non-example sort for the word versus. Have pictures that show people/animals going against one another (example) and other pictures that do not show competition or going against one another (non-example)

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to nonfiction texts to determining the meaning of unknown words by using text features.

Objective: In this lesson you will learn to determine the meaning of a word by using text features.

1. Locate and reread the section of the text that discusses the key words found in the question.
2. Ask yourself, "What text features help me answer the question?"
3. Jot the answer on a post-it.

**Question 3**

<b>Question #3</b>	How do the illustrations on page 10 and 11 show that the eyes are different between the whale and the squid?	
<b>Standard(s) covered:</b>	R.I. 1.7 Use the illustrations and details in a text to describe its key ideas.	
<b>Example response that meets standard</b>	<b>Look-fors</b>	
<p><i>The whale's eye is smaller than the squid's eye.</i>  <i>Or</i>  <i>The whale's eye is 2 inches and the squid's eye is as big as a basketball.</i></p>	<ul style="list-style-type: none"> <li>• Student accurately uses the illustration to describe the difference in size between the squid's eye and the whale's eye.</li> </ul>	
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn to describe key ideas by using illustrations and details in a text.	
<b>Prior knowledge to review</b>	<p>Students will need to understand what difference means.            Understand what text features are and how they can provide information.            Know what illustrations are.</p>	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Reread the part of the text that talks about the key words found in the question.	<ul style="list-style-type: none"> <li>• In the question I notice that it tells me to use the illustrations on page 10 and 11. This means I need to turn to page 10 and look at the illustration. Oh look the eye illustration is in the middle of the page underneath the heading. It also says I need to look at the illustration on page 11 too. I notice that there are 2 illustrations of eyes, one at the top of the page and one at the bottom.</li> </ul>	

<p>2) Ask yourself, "What is this illustration showing me?"</p>	<ul style="list-style-type: none"> <li>• As I look at the illustration on page 10 I notice that there is an eye in the middle of the page. Underneath the illustration I notice that there is a caption underneath that says they eye of the sperm whale is 2 inches wide. I know that captions tell more information about the illustration so that must be what this illustration is showing me.</li> <li>• Now I'm going to look at the illustration on page 11. There are 2 illustrations on this page. There is a small eye on the top and next to it the caption says it is a human eye.</li> <li>• At the bottom of the page I notice that there is a larger eye that looks like it is going into a basketball hoop. This illustration is showing me that the squid eye is the size of a basketball. I know this because in the text it says this is an illustration of a squid eye and the author is using the squid eye like a basketball in the illustration to show you how big it's eye really is.</li> </ul>
<p>3) Answer the question using evidence from the text.</p>	<ul style="list-style-type: none"> <li>• I know that the question said to use the illustrations on pages 10 and 11 to tell the difference between the squid's eye and the whale's eye. This means I do not need to use the illustration of the human eye to answer this question. I know from the illustration that the whale's eye is only 2 inches and the squid's eye is the size of a basketball.</li> </ul>

### Extension and practice

- Students can practice answering the question, "Using the illustration on page 20 and 11, what is the difference between the whale's speed and the squid's speed?"
- Students can practice answering the question, "Using the illustration on page 22 how does a whale use echolocation?"
- Students can draw and write about the differences between whales and squid using the illustrations from the text.
- Students can create a table or chart to organize the differences they've learned about the sperm whale and the giant squid.
- Students can illustrate and write about the differences between the sperm whale and the giant squid.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to nonfiction and describing key ideas by using illustrations in a text.

Objective: In this lesson you will learn to describe key ideas by using illustrations and details in a text.

1. Find and reread the part of the text that talks about the key words found in the question.
2. Ask yourself, "What is this illustration showing me?"
3. Answer the question using evidence from the text.

**Question 4**

<b>Question #4</b>	Using pages 12 and 13, what is the connection between the whale's teeth and the squid's beak?	
<b>Standard(s) covered:</b>	R.I. 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. R.I. 1.5 Know and use various text features to locate key facts or information in a text.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	The whale's teeth and the squid's beak are both part of the animals mouth. OR The whale's teeth and the squid's beak are used for eating.	Student accurately identifies that the connection is they are both part of the animals' mouth OR used for eating.
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn to connect pieces of information in a text by using text features.	
<b>Prior knowledge to review</b>	Students will need to understand that making connections is when you are describing the relationship between the 2 pieces of information. Understand what text features are and how they can provide information. Know what headings and illustrations are	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Think about the meaning of the key words found in the question.	<ul style="list-style-type: none"> <li>• Hmm...I notice that the question tells me to use pages 12 and 13. This means I need to go back into the text and flip to these pages.</li> <li>• Okay, now I'm on page 12 and 13. The question also calls out that the whale's teeth and the squid's beak are connected. Connected means that the whale's teeth and the squid's beak are similar in some way. I need to find details in the text that shows this similarity.</li> </ul>	

<p>2) Ask yourself, "What text features help me connect 2 topics or ideas?"</p>	<ul style="list-style-type: none"> <li>• As I open up the book I notice that the author uses headings at the top of page 12 to tell me that I am going to be learning about teeth. I know that the sperm whale has teeth because there is an illustration of a sperm whale underneath the heading. I'm going to reread this section to learn about the whale's teeth.</li> <li>• I noticed that in the text it says that the sperm whale has long teeth on the bottom of the mouth. This means that the whale has teeth in its mouth and it says as the whale closes its mouth the teeth fit into the upper jaw.</li> <li>• When I look at page 13 I notice that the heading changed. It doesn't say teeth. It says beak. Underneath the heading BEAK there is an illustration of a giant squid. This must mean that the giant squid has a beak. I wonder if it has teeth like the whale? I'm going to reread this section to learn more about the squid's beak.</li> <li>• I noticed in the text that it says the squid does not have teeth. Instead the squid has a beak like a parrot! It also says the squid's mouth is between the legs and feeder arms. When I look at the illustration I notice that the beak is opening up to what looks like a mouth!</li> </ul>
<p>3) Answer the question using evidence from the text.</p>	<ul style="list-style-type: none"> <li>• Now that I've noticed what text features the author uses to connect the whale's teeth and the squid's beak I'm going to use those text features to share the relationship between the teeth and beak.</li> <li>• The whale has teeth on it's bottom jaw and when it closes it's mouth they fit into the upper jaw. The giant squid has a beak instead of teeth. The beak is part of the squid's mouth.</li> </ul>

### Extension and practice

- For additional practice students can answer the question, "Using pages 14 and 15 , what is the connection between the whale's tail and the squid's fins?"
- Students can answer the question using page 22, "How does the whale's echolocation affect the giant squid?"

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to nonfiction texts to connect 2 pieces of information in a text by using text features.

Objective: In this lesson you will learn to connect pieces of information in a text by using text features.

1. Think about the meaning of the key words found in the question.
2. Ask yourself, "What text features help me connect 2 topics or ideas?"
3. Answer the question using evidence from the text.

**Question 5**

<b>Question #5</b>	Jerry Pallotta claims that the sperm whale is the winner of the battle. What are 3 pieces of evidence from the text that support this claim?	
<b>Standard(s) covered:</b>	R.I. 1.8 Identify the reasons an author gives to support points in a text.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	The whale is the largest whale and has the largest head. It has long teeth. The sperm whale eats giant squid. The whales can make loud sounds underwater that shock their food. The whale can swim 25 miles per hour. The whale uses echolocation to find food.	<ul style="list-style-type: none"> <li>• Student accurately identifies 3 facts from the text that support that the sperm whale is the winner over the giant squid.</li> <li>• <b>The 3 facts can include the following:</b></li> <li>• The whale is the largest whale and has the largest head.</li> <li>• It has long teeth.</li> <li>• The sperm whale eats giant squid.</li> <li>• The whales can make loud sounds underwater that shock their food.</li> <li>• The whale can swim 25 miles per hour.</li> <li>• The whale uses echolocation to find food.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn to identify reasons that support a claim by closely looking at text features.	
<b>Prior knowledge to review</b>	Important vs unimportant information Know and use various text features to locate information Compare 2 topics and understand the differences Understand what an author's point is Understand what facts are Know what a claim is	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Think about what the claim means.	<ul style="list-style-type: none"> <li>• I noticed in the question it says Jerry Pallotta claims that the sperm whale is the winner of the battle. This means that Jerry Pallotta thinks that the whale is stronger than the giant squid because it ends up being the winner. This is the claim or what the author believes to be true.</li> </ul>	

<p>2) Go back into the text and ask “What facts support the claim?”</p>	<ul style="list-style-type: none"> <li>• I’m going to start rereading on page 4 because the heading tells me that I will be reading facts about the sperm whale. I’m going to be keeping an eye out for facts that support the claim that the whale is the winner of the battle.</li> <li>• I notice this fact on page 4 states that the sperm whale is one of the largest whales. This would be a fact that could help the sperm whale win the battle so this fact supports the claim.</li> <li>• If I turn to page 10 I will learn about the whale’s eyes. Let’s see if this feature of the whale will support the claim that the whale would be the winner. It shows in the illustration and in the text that the whale’s eye is only 2 inches wide but on page 3 it says that the squid’s eye is the size of a basketball. I don’t think that the whale’s eye would help it be the winner in this battle so the fact that the whale has an eye that is 2 inches would not support the author’s claim.</li> <li>• When I turn to page 12 it will teach me about the whale’s teeth. It says that the sperm whale has long teeth. This fact would support the claim that the whale is the winner. I know this because on the next page it states that the squid has a beak and does not have teeth.</li> <li>• I also notice on page 18 that in the text it states that the whale eats giant squid! When I look on the page with the heading supper, I notice that the giant squid does not eat sperm whales. Therefore the fact that the whales eat giant squid supports the claim that the whale would be the winner.</li> <li>• If I turn to page 20 and 21 I notice that the author is teaching me about the speed of the whale and of the giant squid. Speed would be important in winning a battle. Let’s read to see who the faster creature is. It says that the whale can swim 25 miles per hour and the squid can only swim 20 miles per hour. The whale can swim faster than the squid so this fact would support the claim that the whale would be the winner. However I noticed that in the fact box it states that the sperm whale can only hold their breath for 2 hours but in the fact box on page 21 it says the squid does not need to come up for air. It sounds like the squid has the advantage in this situation so the fact that whales hold their breath for 2 hours does not support the author’s claim that the whale would win.</li> </ul>
<p>3) Answer the question with evidence from the text.</p>	<ul style="list-style-type: none"> <li>• Now that I’ve reread the text to find reasons that the whale would be the winner I’m going to answer the question.</li> <li>• The whale is the largest whale and has the largest head. It has long teeth. The sperm whale eats giant squid. The sperm whale can swim 25 miles per hour.</li> </ul>

<p><b>Extension and practice</b></p>	
<ul style="list-style-type: none"> <li>• Students can identify the reasons an author gives to support the claim that the giant squid is the winner.</li> <li>• Students can write their own battle story using the information learned in the text about the giant squid and the sperm whale.</li> <li>• Students can create a table and/or chart comparing the strengths of the sperm whale and giant squid.</li> <li>• Students can continue identifying reasons an author gives to support the claim that the whale is the winner by exploring the echolocation and tail page.</li> </ul>	

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to nonfiction text and identifying reasons that support a claim by closely looking at text features.

Objective: In this lesson you will learn to identify reasons that support a claim by closely looking at text features.

1. Think about what the claim means.
2. Go back into the text. Ask yourself "What facts support the claim?"
3. Answer the question with evidence from the text.