

# Song for a Whale

Written by Lynne Kelly

## Yearling

978-1-5247-7026-6 | Trade Paperback  
304 pages | \$7.99 | Lexile: 800L



## Lesson Plan for Marvelous Middle Grade Reads

### LESSON FOCUS

Non-fiction pairing

### OVERVIEW & PURPOSE

The science of tracking whales is referenced in multiple chapters. In this lesson, students have the opportunity to read articles written on whale communication, compare central ideas, and create connections to *Song For A Whale*.

### LEARNING TARGETS

1. Students will determine the central idea of each article.
2. Students will capture two quotes per article and create Quote It.
3. Students will connect quotes to chapter 28 in *Song For A Whale*.

### MATERIALS NEEDED

1. *Song For A Whale* by Lynne Kelly, chapter 28
2. "Group of Belugas May Have Adopted Young Narwhal" by Brigit Katz: <http://tiny.cc/2krjsz>
3. "Baby Humpback Whales 'Whisper' to Mums to Avoid Predators" by Helen Briggs: <http://tiny.cc/4lrjsz>
4. "Songs from the Deep: Tuning In To Why Humpbacks Sing" by Virginia Morell: <http://tiny.cc/slrjsz>
5. "The World's Loneliest Whale May Not Be Alone After All" by Chris Baraniuk: <http://tiny.cc/kmrjsz>
6. Quote It
7. What Is This Article About? worksheet

### ACTIVITY DESCRIPTION

- Step 1:** Introduce *Song For A Whale* by Lynne Kelly. Have students read chapter 28 independently or read the chapter aloud to students.



### SUMMARY

The Schneider Family Book Award-winning story of a deaf girl's connection to a whale whose song can't be heard by his species, and the journey she takes to help him.

## Key ideas:

Iris, the main character, is deaf	Explanation of 'Bubble Net Feeding'	Blue 55 whale has a unique song
On a cruise with her grandmother	Whales communicate using 'songs'	

## Key Quote:

"That's the fun thing about science. The wondering. If we knew all the answers, there wouldn't be anything to search for." (page 169)

**Step 2:** Determine the main idea of the news article. Connect key quote to the news articles.

Students will read about how scientists are investigating whales and their songs.

- Students should select two articles of interest from available titles.
- Students should complete a notes sheet.
- Students should team up with classmates who chose the same article and compare their main idea statements.

## WHAT IS THE ARTICLE ABOUT?

Fill in the who, what, where, when and why with notes that you will use to create a main idea statement for the article.

<b>ARTICLE TITLE:</b>	(If needed, use an additional sheet of paper to respond)
<b>Who?</b> Who was involved? Who is mentioned in the article? What names are credited?	
<b>What?</b> What happened? What was discovered? What new information was learned?	
<b>Where?</b> Where did it happen? Location mentioned? Area?	
<b>When?</b> When did it happen? Dates mentioned? Time mentioned?	
<b>Why?</b> Why did it happen? What caused it?	
<b>How?</b> How did it happen?	

Use the details from your notes to create a main idea statement for the article.

(Please use an additional sheet of paper to respond)

## Quote it:

Article Window Quote:	Explanation:	<i>Song For A Whale</i> Window Quote:	Connection:
Select a key line or quote from an article highlight	What does your window quote explain about the science behind how whales communicate?	What does your window quote explain about the science behind how whales communicate?	Connect the 2 window quotes you chose. How does the news article connect to the novel?

(Please use an additional sheet of paper to respond)

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Penguin Random House Education  
1745 Broadway, New York, NY 10019  
penguinrandomhouseeducation.com

Queries: [K12education@edu.penguinrandomhouse.com](mailto:K12education@edu.penguinrandomhouse.com)

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