

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. It's reading time!

Read the information sheet on [Adjectives](#) and then read the Hamilton Group Reader, [Whale Words](#).

- What adjectives were in the text? *Big, massive, grey, blue*, etc.
- Pick any one of the whales in the story and describe it on [My Chosen Whale](#).

2. Looking at description: comparisons

Read the information on [Comparisons](#) and learn how to create similes to describe something.

- Re-read [Whale Words](#) and point out all the similes that are used in the text.
- Think of another sea creature. On [Creature Comparisons](#), draw a picture of your creature and then write several similes to describe it and what it does.

4. Let's get ready to write

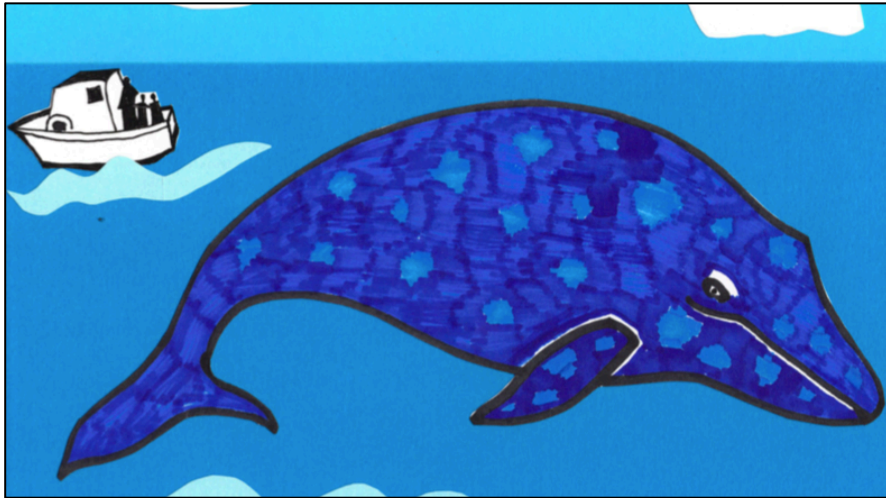
Read the [Right Whale Acrostic](#) and explore how acrostics are made.

- Select another of the whales from the group reader and create an acrostic for it on the [special acrostic paper](#).

Now try this Fun-Time Extra

- On [My Whale](#), draw a whale all of your own and invent a name for it (a Left Whale, a Skinny Whale, a Zig-Zag Backed Whale etc.)

Adjectives...



Adjectives are describing words.

They tell us more about a **noun** – a thing or object, like a whale or another animal or a part of it, like a fin.

The **huge** whale

The **spotty** whale

You can use more than one adjective in the same sentence.
If you do that you usually put a comma between them.

The **huge, spotty** whale

Often, adjectives come before the noun they are describing.

The **huge, spotty** whale

But they can also come later in the sentence.

Whales are quite often **huge** and **spotty**.

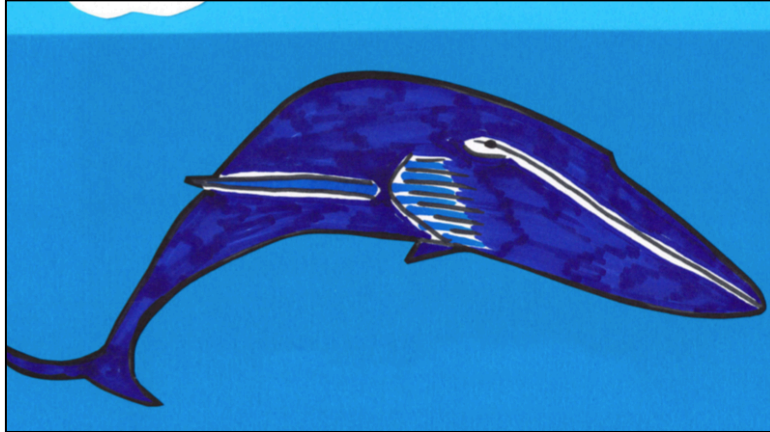
My Chosen Whale

- Pick any one of the whales in the story and describe it.
- Think of some really good adjectives that you could use to describe your whale.
- You could describe the whole whale or just part of it – its eye, its flipper, its skin, etc.



A large rectangular area for writing, framed by a decorative border of colorful puzzle pieces in shades of blue, yellow, red, and grey. The writing area contains ten horizontal lines for text.

Comparisons



We can also use **comparisons** to describe something.

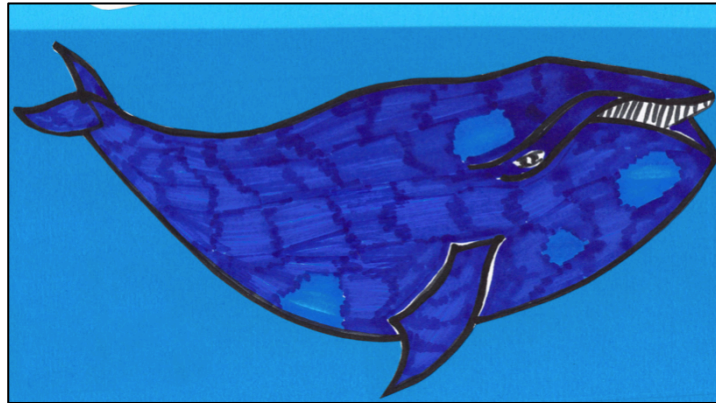
There are two ways we can do this.

1. We can say what the thing we are describing is **like**.
 - Its skin was blue **like** a summer's sky.
 - The whale jumped out of the sea **like** a rocket.
2. Or we can compare the thing we are talking by using the word **as**, twice.
 - Its skin was **as** blue **as** a summer's sky.
 - The whale jumped out of the water **as** fast **as** a rocket.

Creature Comparisons

A writing area consisting of a rectangular box with a decorative border made of colorful puzzle pieces (red, yellow, blue, and grey). Inside the box, there are seven horizontal lines for writing, providing space for text or notes.

A Right Whale Acrostic



Riding through the waves as fast as the wind
Imagine seeing five diving together!
Gigantic flippers flapping like paddles on a boat
Huge head plunging into the stormy, grey spray
These are the most beautiful whales of all!

Notice how the first letters of each line go together, top to bottom, to spell out the Right whale's name – r i g h t!

Writing an acrostic

1. Write the letters of your whale's name down the left hand side of the paper. Use capital letters and make sure you get the spelling right!
2. Now for each letter create a line that carries on from the letter and says something about your whale.
3. See if you can include some great adjectives in your lines.
4. See if you can include a simile in one of your lines.

My Acrostic



A decorative border made of colorful puzzle pieces in shades of blue, yellow, orange, and red, framing a central writing area. The writing area consists of eight horizontal lines on a white background, intended for an acrostic poem.

My Made-Up Whale

Name: _____

What my whale looks like:



All about my whale:
