

IN ONE WHALE'S BREATH • TEACHING GUIDE

Discussion Questions

- Let's think about time. When does time move slowly for you? When does it move quickly? Why do you think that is?
- When you hear the title *In One Whale's Breath*, what do you think of? What does it make you wonder?
- The book starts with a question: "What can happen during one whale's breath?" What effect does that have on you as a reader? Let's answer that question: What do *you* imagine happening in one whale's breath?
- After reading the book, look at how it starts and how it ends. Discuss how the author used the words *inhale* and *exhale*.
- How does the author layer lyrical language with facts?
- What is the effect of zooming into the ocean, and then out to the shore, and then finally into outer space?



Activities

Breath Races

Materials:

- straws
- pompoms

Mark off a start and finish line on a table or smooth surface. Race pompoms across the finish line by blowing on them with a straw.

Extension: Make it more challenging! Create an obstacle course to maneuver the pompoms through.

Design Your Own Bubble Wand

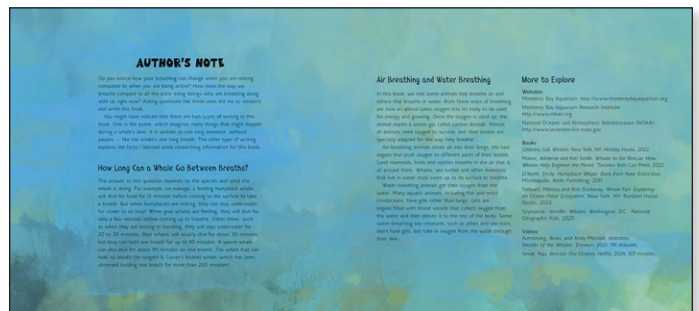
Use pipe cleaners to shape and design your own bubble wand. Then, try out your wand with some bubble solution! Experiment with your breath. What happens if you blow softer versus harder? If you change the shape of your wand, does it change the shape of the bubble?

Bubble Art

Materials:

- straws
- paper
- water
- dish soap
- food coloring or liquid watercolor

Use your breath to make art! Mix water and dish soap in a cup with some food coloring — or mix soap and liquid watercolor. Then, gently blow into the mixture with a straw to create bubbles. Once the bubbles have bubbled over, press a piece of paper onto the bubbles to make a print.



Breathing Exercises

Crab Breath

Pretend you are a pinch-y crab. Click your pincers (hands) open and closed. Now, match your breaths to this movement. Shut your claws as you inhale through your nose. Open your claws wide as you breathe out through your mouth. After a few repetitions of this, try reversing the movement — open your claws wide as you breathe in and pinch your claws closed as you breathe out. For one last variation, add a side-to-side sway, imagining you are scuttling like a crab as you click-clack your claws open and closed, along with your breath.

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Otter Breath

Lie down on your back with your hands clasped over your stomach or chest. As you breathe in slowly, feel your chest rise and your back connect with the ground. After doing this several times, breathe in and — as you breathe — turn your ankles out. Then, as you breathe out, bring your feet back together. Think about what's important to you and what you want to hold on to.

Sea Star Breath

Stretch out your fingers. You have five fingers, just like a sea star has five arms. Trace your fingers from their tips to their valleys. As you slide up your finger, breathe in, then breathe out as you slide down the other side.

Sea Star Breath #2

Lie down and stretch out like a starfish. As you breathe in, imagine your breath traveling up your arm, over your shoulder and around your head. Then breathe out and imagine your breath traveling down your other arm. Breathe in again, and your breath is traveling down your leg. Breathe out again, and your breath is traveling up your other leg to where it started.

Write your own animal breath exercise! What animal could you pretend to be? What would it help you focus on while doing it?



Nature Journal

This book takes place during a 15-minute time period. Let's observe nature for 15 minutes and see what we notice. Gather your observation sheet, pencil and drawing materials. Find a safe, comfortable spot and settle in. Start a timer. What do you notice? What do you see? Document sounds, objects and questions with pictures and words. When it gets challenging to see anything more, take a breath, adjust your position and see what else you can discover!



Count It

- How many animals did you see in the book?
- Can you sort them into groups? What categories would you put them in?

Write Your Own “In One ...” Piece

Hummingbirds beat their wings eighty times per second. That's fast! Imagine what happens in one hummingbird's flit. It takes a monarch about a week to go from chrysalis to butterfly. Write about all the different things that could be happening while one animal does its thing.

Take Your Breath Away

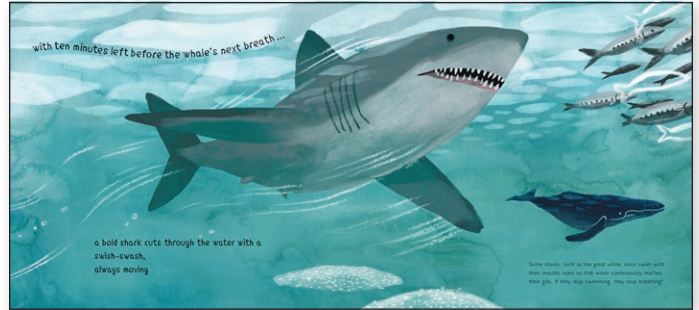
There's an expression that says something "takes your breath away," which means something is so beautiful that it leaves you breathless. What takes your breath away? Write and draw about it using the printables.



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Notice

- How does the illustrator show movement throughout her illustrations?
- How does the illustrator repeat shapes in the illustrations?
- What kinds of perspective does the illustrator show in the illustrations?



Craft Moves

This whole book is written in one sentence, much like the whale taking one big breath. There are also sidebars where the author explores the topic or animal more deeply. What do you notice about the rhythm of both kinds of writing? How would you describe each kind of writing?

Alliteration is when the same sound starts several words in a sentence. In the book, author Jessican Kulekjian uses the phrase “cautious crabs,” which is an example of alliteration. Where do you see the author using this technique?

Can you try this out in your own writing? You can do this by brainstorming describing words to go with these animals from the book that start with the same letter or sound.

- | | |
|-----------|-----------|
| • whale | • shark |
| • octopus | • crab |
| • otter | • seagull |



Estimation

Let's estimate how long a minute is. Close your eyes and have someone count time for one minute. Then, raise your hand or open your eyes when you think a minute has passed. How close were you?

Clock Design

Use the printable clock page or make your own clock. On the face of your clock, think about all the breaths and moments of your day. Fill your clock with images and words that make up your day.

Extension: Talk about the terms a.m. and p.m. What do they mean? What happens during your day in the morning? What happens during your day in the afternoon? Look at some clocks, both analog and digital. What do you notice? Practice counting by 5 around the clock.

Build a Sundial

We measure time in all sorts of ways. One of the ways that people used to tell time was by using the sun. Let's build a sundial.

Materials:

- pencil/stick
- clay/playdough
- cardboard or stiff piece of paper
- pencil (for writing)

Draw a circle on your paper or cardboard. Place the clay (or playdough) in the middle and push the stick or pencil into the clay so that it is standing up. Take the sundial outside and mark where the shadow of the stick is. Take note of the time (for best results, head outside at the top of an hour). Then, go outside in regular increments, marking where the shadow of the stick is each time.

Text Sets

These titles could connect to *In One Whale's Breath* and create opportunities for discussion and further learning:

- *Life After Whale: The Amazing Ecosystem of a Whale Fall* by Lynn Brunelle and illustrated by Jason Chin
- *Today is the Day* by Chelsea Lin Wallace and illustrated by Adam Rex
- *Whale Fall: Exploring an Ocean-Floor Ecosystem* by Melissa Stewart and illustrated by Rob Dunlavey

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Common Core and NGSS standard Connections

Next Generation Science Standards

K-LS1-1 From Molecules to Organisms: Structures and Processes

Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-1 From Molecules to Organisms: Structures and Processes

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

2-LS4-1 Biological Evolution: Unity and Diversity

Make observations of plants and animals to compare the diversity of life in different habitats.

Common Core Literacy Standards

CCSS.ELA-LITERACY.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-LITERACY.RI.K.6

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CCSS.ELA-LITERACY.RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.2

Identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-LITERACY.RI.1.7

Use the illustrations and details in a text to describe its key ideas.

CCSS.ELA-LITERACY.RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.L.1.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Common Core Math Standards

CCSS.MATH.

CONTENT.K.CC.A.3

Write numbers from 0 to 20.

Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

CCSS.MATH.

CONTENT.K.CC.B.4.A

When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CCSS.MATH.

CONTENT.1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

CCSS.MATH.

CONTENT.K.MD.B.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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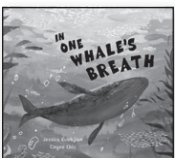
Observation Sheet

Use your senses to observe nature for 15 minutes, which is the time it would take for one whale's breath. Document with pictures and words all the things you notice.

What do you see?

What do you hear?

What do you notice?



In One Whale's Breath
By Jessica Kulekjian
Illustrated by Cinyee Chiu

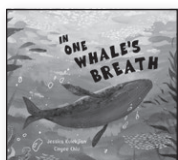
Name: _____ Date: _____

Observation Sheet Continued

What do you feel?

What do you wonder?

Other observations.



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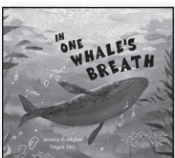
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Sorting

Sort the animals you see in the book. What categories would you create?

Label your boxes and draw/label your animals.

Once you've sorted one way, is there a different way to categorize your animals?



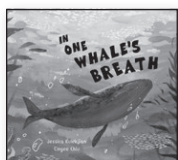
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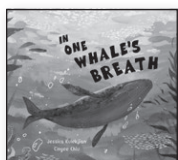
Sorting Continued



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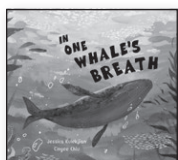


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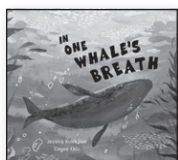
Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid blue, middle dashed blue, bottom solid red).



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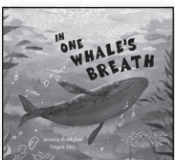
In One _____'s _____



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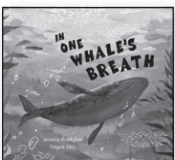
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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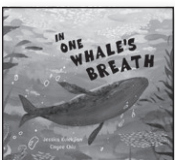
How do you use your breath to
help you throughout the day?



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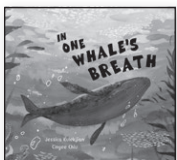


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Name: _____ Date: _____

When do you notice your breath throughout your day?

I breathe when ...

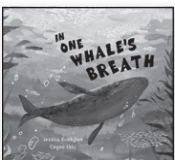


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*In One Whale's Breath*

By Jessica Kulekjian

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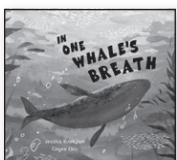


Name: _____ Date: _____

There's an expression that says something "takes your breath away," which means something is so beautiful that it leaves you breathless.

What takes your breath away? Write about it using adjectives and descriptive language.

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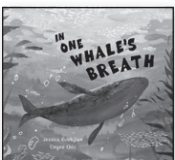


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[illegible]*In One Whale's Breath*

By Jessica Kulekjian

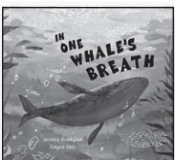
Illustrated by Cinyee Chiu



Name: _____ Date: _____

Alliteration is when the same sounds are used to start words next to or very near each other in a sentence or phrase.

How many different examples of this can you find in the text of *In One Whale's Breath*?



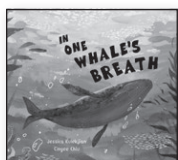
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Write your own animal breath exercise!

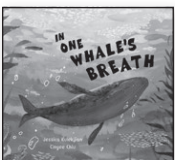
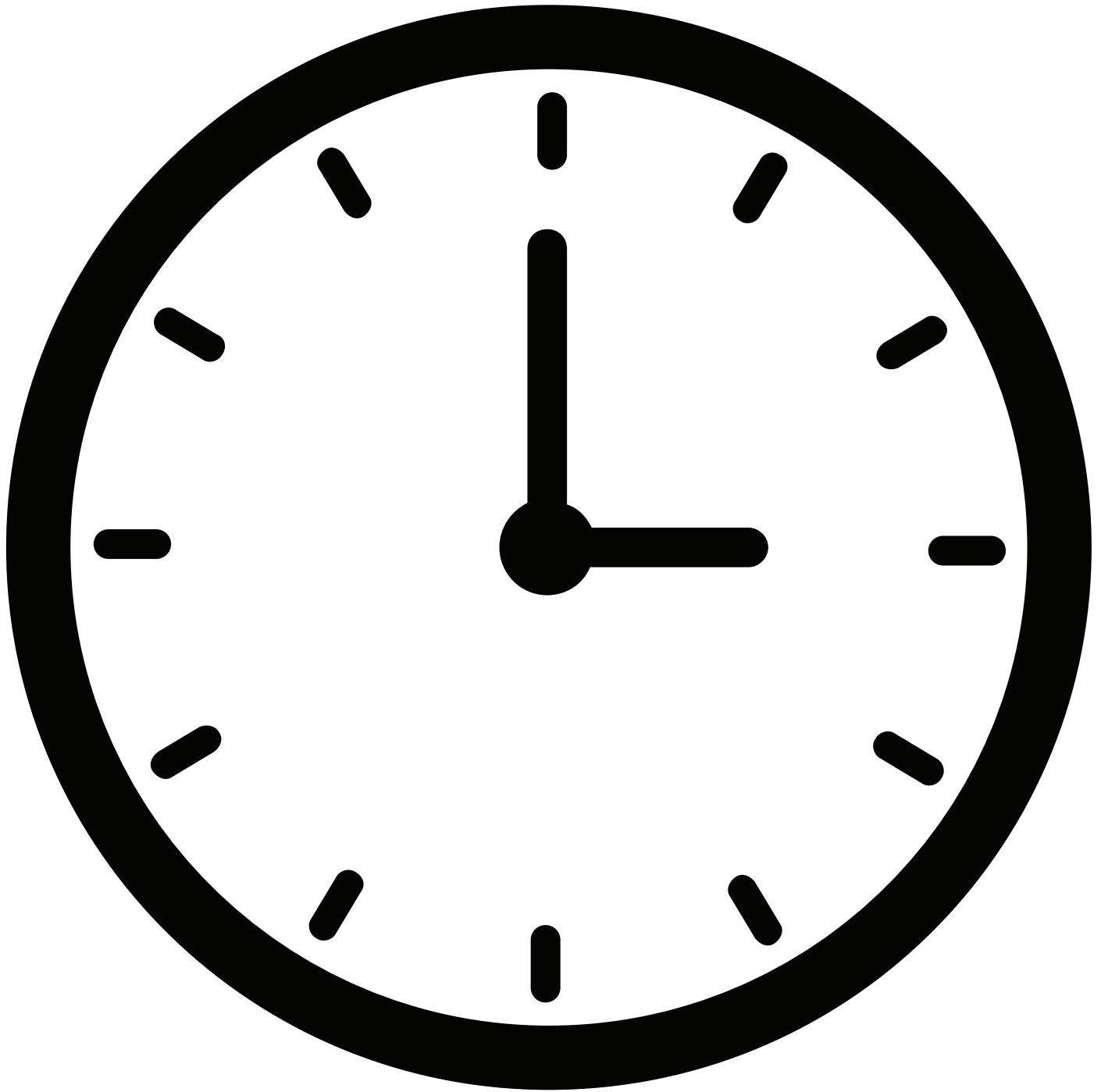
What animal could you pretend to be?

What would it help you focus on while doing it?



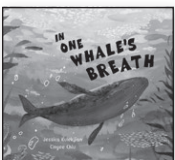
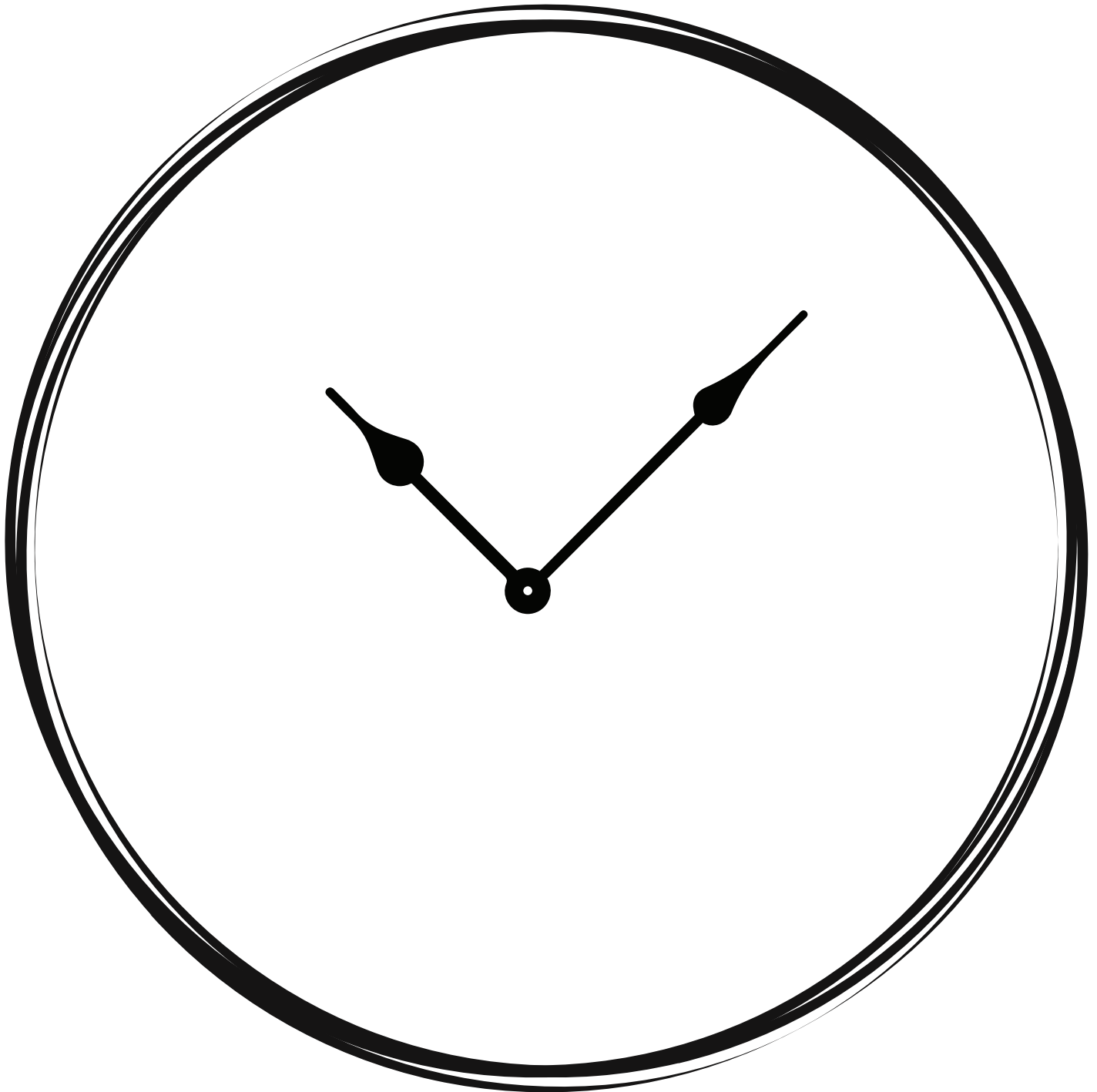
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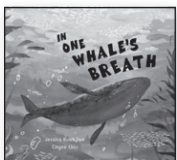
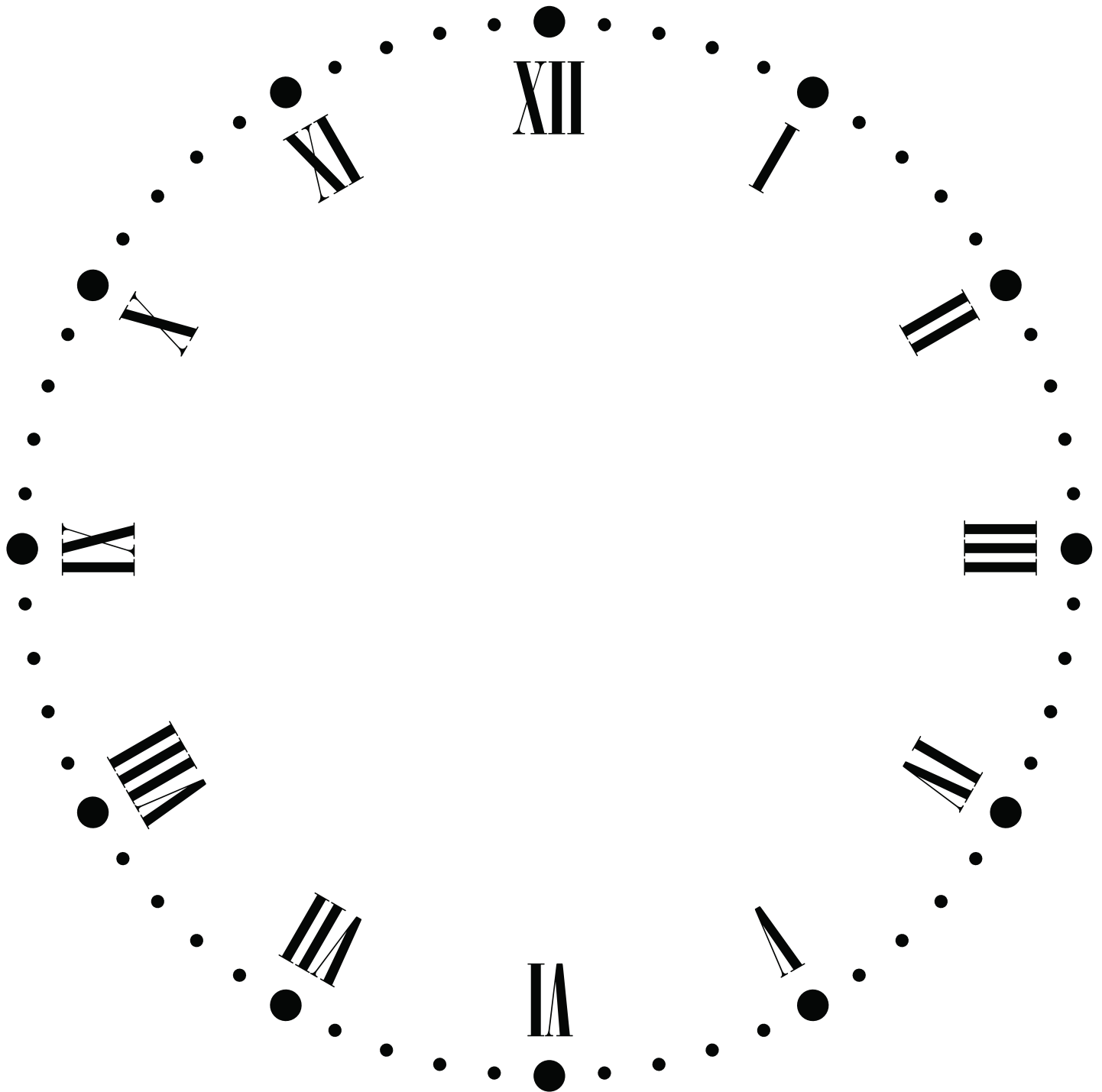
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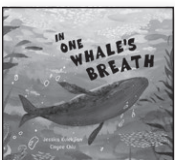
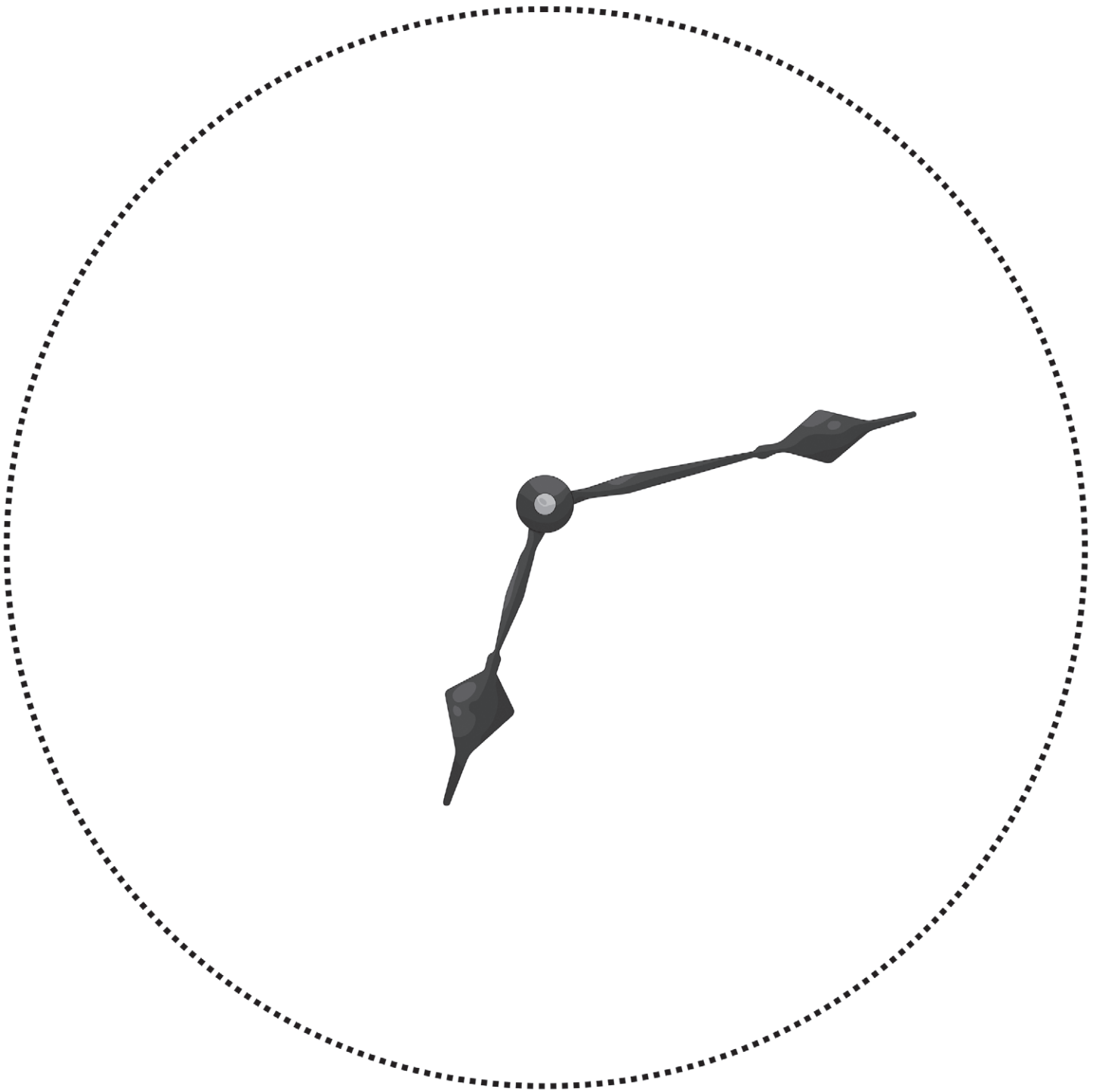
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