

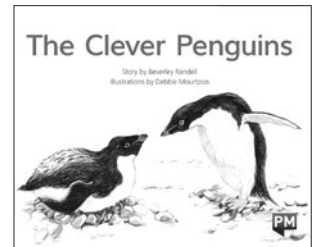
The Clever Penguins

PM Level 12

Green

Text Type Narrative

Running Words 175



Preparing for Guided Reading

Orientation to the Text

- Watch a short excerpt (five minutes) from a video about Adelie penguins.

Prior Knowledge

- This is a factual book about the amazing life of the Adelie penguins in harsh and beautiful Antarctica. While it is written in narrative form, the only fictional element is the dialogue.
- Some new words are well supported by a context that is rich in familiar, heavy-duty words.

Key Language Structures

- Conjunctions are used to join clauses, e.g. *Mother Penguin went down the hill and into the sea to eat fish.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

But, had, now, saw, So

Content Words

chicks, fat, penguin, seal, stayed

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to cross-check, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*

- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Note: In Antarctica, parent penguins have to take long turns at incubation. Vulnerable eggs are never left unattended and chicks cannot survive if one parent dies at sea.
- Look at the cover, title and pp. 2 and 4. Discuss the cold pebbles that are used for nest building and the way the Adelie penguins use their whole bodies to warm the eggs.
- Discuss the little shrimp-like animals (krill) on p. 9. They are the penguins' basic food.
- Talk about the work of both dedicated parents who have to survive in harsh Antarctica as well as care for their young chicks. Make sure students are aware of the penguins' cleverness.
- Identify rhyming words – *fat, sat*. Find words in the text to rhyme with *may, hill, brown, best*.

Comprehension

- Why did the penguins make their nest on the ground? (*Inferential*)
- Why did Father Penguin go out to sea? (*Literal*)
- Why did Father Penguin have to sit on the eggs? (*Inferential*)

Follow-up Activities

- Develop a corner of the classroom to resemble a penguin rookery. Use boxes and small tables covered with white material. Make papier-maché rocks and stones. Paint murals of scenes similar to those on pp. 6, 7 and 10. Suspend a skua gull over the landscape.
- Discover facts about penguins from the story and record them in various ways, e.g. students could write the facts on cards to display by the classroom rookery; make a large chart with the facts recorded on a computer; many students enjoy the challenge of completing their own project booklet. These booklets could have three or four pages with topic headings on each page, e.g. Penguins' food, Baby penguins – or – leading statements, e.g. *Penguins make their nests ...*
- Make a topic picture-dictionary of words related to facts about penguins.
- Discover different ways that birds move on land. Use a range of sources, e.g. the children's knowledge, books, photographs and videos. Build up lists of verbs.

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Learning Intentions

- We are learning to recognise how authors and illustrators use/change organisation and layout to engage the reader.
- We are learning to use different strategies to help us decode unknown words.
- _____

Success Criteria

- I can identify that speech bubbles are a change in text style, and apply it by using character voices.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up