

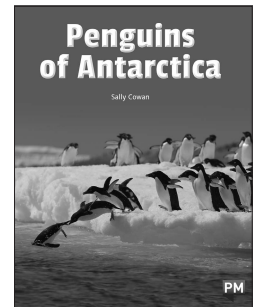
Penguins of Antarctica

PM Level 24

Silver

Text Type Information Report

Running Words 987



Preparing for Guided Reading

Prior Knowledge

- Brainstorm with students all the facts they already know about penguins, what they look like and what they do. Record any questions students have about penguins.
- Show students a world map and ensure they understand where Antarctica is and a bit about what it is like. Talk about the term *South Pole* and link this with students' knowledge of the North Pole.

Orientation to the Text

- Although the climate in Antarctica is one of the harshest in the world, many species of penguins have made it their home. While they cannot fly, penguins have many characteristics that make them uniquely suited to their habitat.

Building the Balanced Reader

Vocabulary

Key Vocabulary

Antarctic, Antarctica, blubber, climate, colonies, habitats, penguins, predators, prey, seabirds, waddle

Content Words

Adelie, agile, algae, blizzards, chinstrap, conditions, emperor, harshest, krill, macaroni, sleek, Southern Hemisphere, stocky

Decoding

- Support students to break down compound words, such as *chinstrap* and *seabirds*, into the two words that make them up. Talk about how the meanings of the smaller words combine to form the meaning of the compound word.
- Encourage students to think about what word would make sense when they reach an unknown word. Support them to read through the whole word to check if their prediction matches.
- Point out the words *breathe* and *breath* on page 11 to students. Ask, *What is the difference in how we say these words? How are they related? How are their meanings different?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Explain that the text is an information report. Ask, *What is the title of this text? What would you expect to read about in it?*

- Read pages 2–3 together and explain that the first section of an information report is the general statement. Ask, *What information is provided on these pages? What does that tell you about what a general statement is?*
- Highlight the importance of adjectives in an information report, then look at page 6 together. Ask, *Which of these words are adjectives?* Re-read the page without the adjectives and discuss why the author chose to put them in.
- Read to page 11 and discuss what the description section of an information report is. Ask, *Which aspects of penguins has the author talked about so far? How has she organised the information?*
- Point out the word *harsh* on page 16. Ask, *What information does this add to the author's description of winter? How does it change your understanding of what it is like for Adelie penguins?*
- Ask students to close their eyes while you read the descriptions of different species of penguins on page 18 to them. Ask, *How did the author use adjectives to help you picture the differences between the penguins? Which words helped you the most?*
- Read to the end of the text and discuss the evaluation. Ask, *What do we learn about what the author thinks about penguins in this section? What other information did she include?*
- Return to the Contents on page 2. Ask, *Which chapters on this list are part of the description? What parts of the text are in the other chapters? Discuss how together, the parts make up an information report.*

Comprehension

- Who looks after an emperor penguin's egg? (*Literal*)
- How do you think emperor penguins got their name? (*Inferential*)
- What do you think penguins' wings help them to do? (*Applied Knowledge*)

Follow-up Activity

- Re-read the general statement in the text and discuss what the author included and why. Ask students to choose another animal and write a general statement to introduce it. They may need to conduct some research first to support them to classify and identify the animal. Have them read their general statements to each other without naming the animal, and try to guess the animal.

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Learning Intentions

- We are learning to recognise and describe the structure of an information report.
- We are learning to identify how authors add detail to what they write.

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Success Criteria

- I can find and describe the title, general statement, description and evaluation in the book.
- I can find adjectives in the book and discuss why the author chose them.
- I can explain why adjectives are an important feature of information reports.

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Guided Reading Notes

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