

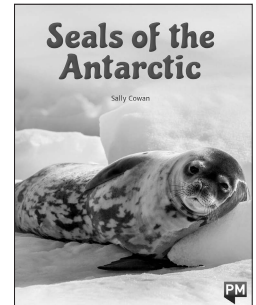
# Seals of the Antarctic

PM Level 24

Silver

**Text Type** Information Report

**Running Words** 1114



## Preparing for Guided Reading

### Prior Knowledge

- Invite students to share any experiences they have had with seals and what they already know about them. Discuss where seals live and what they do.
- Show students a world map and ensure they understand where Antarctica is, and a bit about what it is like. Show them where the Antarctic is in relation to Australia, and point out other countries that are near it.

### Orientation to the Text

- The Antarctic region is home to six different species of seal, each with their own unique characteristics. They have adapted to living on the land, on the ice and in the water of one of the coldest places on Earth.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*Antarctic, Antarctica, blubber, climate, colony, flippers, habitat, predator, prey, pup, seal, temperature*

#### Content Words

*algae, blizzards, crabeater, encourage, fierce, harsh, haul, krill, leopard, nostrils, Ross, sleek, southern, Weddell*

### Decoding

- Point out two-letter blends at the beginning of words such as *predators*, *climate* and *blizzards*, and ask students to tell you other words they know that start with the same letter-sound patterns.
- Acknowledge when students self-correct to reinforce it as something that good readers do.
- Look at the word *encourage* with students. Ask, *What smaller words can you see within this word? How might the word 'courage' relate to the meaning of encourage?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Do you think this book will be fiction or non-fiction? What makes you say that?*
- Look at the contents on page 1 together. Ask, *What are the numbers on the right? What do you notice about the order of the numbers? What information does the contents section help you find in the book?*

- Read page 2 together and point out the different species of seals. Ask, *Why do Ross and Weddell seals start with a capital letter, but crabeater and leopard seals do not? Ask students to find other proper nouns on the page.*
- Continue to page 3 and talk about the information report features on pages 2–3, including the map, the picture captions and the glossary word. For each, ask, *What is this called? Why is it important in an information report?*
- Look at the diagram comparing different seals on page 7 with students. Ask, *What do the words beneath each picture mean? Why has the author included them?*
- Find the common and proper nouns on pages 16–17 with students. Ask, *Why does Crabeater have a capital letter on this page when it was not capitalised earlier?*
- Point out the labels on the photograph on page 21. Ask, *Why has the author chosen to put these on the picture instead of under it? What extra information do the labels give?*
- Look at the glossary on page 23 with students. Ask, *How are the glossary words organised? Guide students to notice the parts of speech in brackets after each word. Ask, Which word is a proper noun? How is it different from the other nouns in the glossary?*
- Review the index on page 24 with students. Ask, *What do you notice about the order of the words in the index? Why do some words have more than one page number after them? Find some of the index words in the text using the page numbers.*

### Comprehension

- Which seals are the largest in the world? (*Literal*)
- Why do you think ice that is attached to the land is called 'fast ice'? (*Inferential*)
- How do you think seals stay safe from their predators? (*Applied Knowledge*)

### Follow-up Activity

- Talk about *colonies* as the name for groups of seals, and *pups* as the name for baby seals. In small groups, ask students to make a list of as many other names for groups of animals as they can, and a second list for baby animals. Consolidate their responses onto a master list. You might like to add some extra words, such as a murder (of crows) or a puggle (baby echidna) to extend students' vocabularies.

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## Learning Intentions

- We are learning to recognise and describe the features of an information report.
- We are learning to identify and classify nouns.

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## Success Criteria

- I can use the contents page and index to help me find information.
- I can find the title, image captions and labels, sub-headings, map, index and glossary, and explain how to use them.
- I can find common and proper nouns in the text and explain the difference between them.

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## Guided Reading Notes

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