

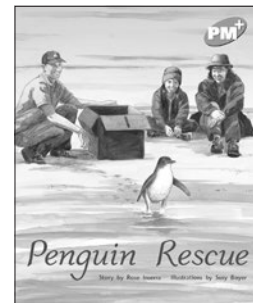
Penguin Rescue

PM Level 23

Silver

Text Type Narrative

Running Words 856



Preparing for Guided Reading

Orientation to the text

- Discuss the damage caused when oil is spilled into the sea from tankers and offshore oil-drilling platforms. Highlight that it causes damage to beaches and coastal land, as well as marine wildlife.

Prior knowledge

- Oil spills at sea result in many birds, fish and sea animals being destroyed. In this story, a wildlife ranger cares for a penguin injured in such a disaster, until it is able to be released back into its natural environment.

Building the Balanced Reader

Vocabulary

Key vocabulary

calmly, distance, further, immediately, recognised, survive, touch, wrapped

Content Words

dabbed, detergent, dismay, downy, drizzling, medicine, peck, release, searching, shivering, tanker

Decoding

- Consolidate recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title. Recall other stories about Meg and Gran, e.g. *The Nest on the Beach* (PM level 14). Study the cover illustration. Ask, *Where is the story set?*
- Discuss reasons why Gran is worried. Recall that oil and water do not mix. Talk about how the oil floats until it washes up on coastal beaches.
- Talk about how frightened and immobilised the penguin will be. Name other sea life that might also be affected by an oil spill.

- Study the illustrations on pp. 8–13. Reinforce ways in which wildlife centres aid the preservation of all wildlife. Discuss why the penguin will have a better chance of survival there. Highlight information that confirms the penguin's plight.
- Talk about why it is important that wildlife are returned to their natural environments.
- Revise *le-* word endings: *terrible, waddle, drizzle*.
- Practise medial vowel changes: *touch, torch; wash, wish*.
- Revise the role of adverbs in adding meaning to the verbs in the text, e.g. *carefully, finally, calmly, firmly*.
- List verbs from the story that describe feelings, e.g. *tired, worried, exhausted*, etc. Use a dictionary to check their meanings. Make a glossary of 'feeling' words.
- Find examples in the story of how commas have been used to separate ideas within sentences.

Comprehension

- Why did Jane wrap the penguin in a towel? (*Literal*)
- Why didn't the ranger have many knitted jumpers left? (*Inferential*)
- How would Meg feel when the little penguin waddled into the water? (*Applied Knowledge*)

Follow-up activities

- Re-read other PM stories about animal rescues. Have students write retells of their favourites.
- Complete small projects about caring for the environment. Encourage students to include a contents, glossary and index. Some students may wish to search for additional information on the Internet or ask questions at a local wildlife centre.
- Have students write a newspaper report about the rescue.
- Hold a class debate on the topic, *It is important that wildlife live in a safe environment*.

Learning Intentions

- We are consolidating our knowledge of high-frequency words, and using phonics, syllabification, familiar words, affixes and scanning to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.

Guided Reading Notes

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