

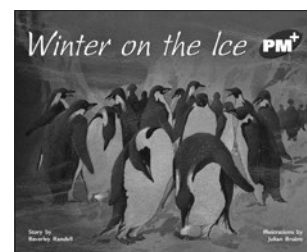
Winter on the Ice

PM Level 20

Purple

Text Type Narrative

Running Words 506



Preparing for Guided Reading

Orientation to the text

- Share an appropriate resource, e.g. *The Emperor's Egg* (Martin Jenkins, 1999).

Prior knowledge

- Emperor penguins breed during the winter when they go ashore to lay their eggs. Keeping the eggs off the freezing ice and warm until they hatch is the responsibility of the father penguins.

Building the Balanced Reader

Vocabulary

Key vocabulary

alone, die, hundreds, join, joined, months

Content Words

ashore, balanced, bowed, emperor, freezing, huddling, laid, mate, penguins, shuffle, starving, tucked, wobble

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations. Locate Antarctica on a world map. Explain that Antarctica is the coldest place on earth.
- Explain that every year as winter approaches the emperor penguins go ashore. Ensure that students understand that penguins are birds that cannot fly. Introduce Gwin and Pen. Study the landscape. Discuss the words 'plodded' and 'mate'. Point out that penguins have short legs and webbed feet.
- Notice the change of background colour in the illustrations on pp. 6–9. Explain that this is because during the winter the sun never rises. Discuss the length of time Pen will be away (approximately three months). Point out that

Gwin will first balance the egg on his feet, and later keep the chick tucked under his feathers the whole time Pen is away.

- Talk about the advantages of 'huddling' together.
- Notice how warmth and light are returning! Discuss the shared parenting roles undertaken by these amazing penguins.
- Clap the syllables in: *hun/dred, starv/ing, pen/quinn, bal/ance, freez/ing*.
- Revise word beginnings: *alone, ashore; towards; belong*.
- Revise words with more difficult letter clusters: *laid, join, ashore, group*.
- Locate examples of prepositions, e.g. *leaped out, plodded across, slid on, stood beside, quickly towards*. Talk about how the preposition describes the action.
- Use a dictionary and thesaurus to explore the meanings of *tucked, huddle, shuffle, balance* and *wobble*.

Comprehension

- How do emperor penguins move across the ice and snow? (*Literal*)
- Why wasn't Gwin able to go looking for food during the winter? (*Inferential*)
- Why did the penguins learn the sound of each other's voices before the mother laid her egg? (*Inferential*)

Follow-up activities

- Have students complete small individual projects about emperor penguins.
- Study the landscape in the story. Paint a similar background for a mural. Have students draw and cut out penguins. Glue these onto the mural so that the larger penguins are in the foreground. Write informative captions on the computer. Print these and glue them onto the mural.
- Set up a learning centre about Antarctica. Take students to the library to find relevant material. Ask them to search at home for further resources or search for information on the Internet.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, and to integrate reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, and use various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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