

Magazine Article: I Wish I Had Long Wings

Guided Reading

Supports

- Predictable language structures
- Simple narrative

Challenges

- Dialogue
- Some unfamiliar vocabulary

Teaching Focuses

Help students to:

- Make, modify, and revise predictions about the story and the problem that the main character faced.
- Identify the story elements.
- Clarify concepts and vocabulary specific to topic.
- Use reading strategies for understanding unknown vocabulary and for solving unknown words.

Introducing the Text

- Help the students make predictions.
Who are the main characters? What clues do the cover, illustrations, title, and contents page give you about the main characters and what the problem may be?
- Familiarize the students with some of the vocabulary in the story – *petrel, wheeled, skim, realized, relax*. List words on the board and look at the syllables in each word.
- Rehearse what to do if the students have difficulty with a word while reading.
Look at the visual features of the word (beginning, middle, and end). Leave the word out and read on to the end of the sentence.

- Set a focus for reading.
As you read, think about the meaning of wheeled and skim. Mark where you find them with sticky notes and be ready to share your definition.

Reading the Text

- Ask the students to think about the setting, main characters, problem, and events as they read.
As you read, keep in mind the problem that the main character faces.
- When students are partway through the text, ask them to reflect on their original predictions.
Have you revised or modified your initial predictions? Remember to keep checking these predictions as you read.
- Review strategies to use when the students don't know the meaning of a word.
What do you do when you don't understand what a word means?

Discussing the Text

- Revisit the focus for reading.
Who found the word wheeled? Where did you find it? What do you think it means in the context? (Repeat for skim.)
- Discuss the problem the main character faced and the subsequent events that helped him.
What happened to Peter? Why couldn't he get out of the hole in the ice? What action did Perdita take to help him out of the hole? Find the part in the text that supports this.
- Reinforce the reading strategies that students used to assist with reading.
Did you remember to keep checking that your reading was making sense? Did you revise or modify your predictions? What else did you do?

I Wish I Had Long Wings

Name _____

Complete the story plan below.

Setting	Story Plan <i>I Wish I Had Long Wings</i>	Characters
Problem		
Events		
Solution		

Magazine Article: Amazing Emperor Penguins

Guided Reading

Supports

- Use of headings to organize information
- Photographs support and expand on text

Challenges

- Topic-specific vocabulary
- Some concepts may be unfamiliar

Teaching Focuses

Help students to:

- Locate information.
- Make general statements about where penguins live.
- Clarify definitions of specific vocabulary in the text.
- Use reading strategies to gain exact meaning.

Introducing the Text

- Discuss the title with the students and access prior knowledge.

What do you think this article might be about? What do you already know about emperor penguins?

- Look through the article with the students.
Look at the headings and photos. What might you find out from reading this article? What do you think is meant by huddle and rookeries? Why would it be necessary for the male penguin to keep the egg under his stomach skin?
- Clarify concepts and vocabulary specific to the topic – *krill, prey, squid, adults.*
- Set a focus for reading.

As you read, I want you to find out where the emperor penguin nests, who looks after the eggs, and how the chicks are cared for.

Reading the Text

- Remind the students to read and look at the photos, captions, and the headings of the text on each page.

The photos, captions, and headings will help you gain information.

- When the students are partway through the text, ask them to reflect on these questions.

What are the different responsibilities of the male and female emperor penguins? Why do you think the female emperor penguin lays only one egg?

- Prompt the students' understanding by using questions that will encourage them to use meaning, structure, and visual cues to gain the author's precise meaning.

Discussing the Text

- Revisit the focus for reading.

Where does the emperor penguin nest? Who looks after the eggs? How are the chicks cared for?

- Invite the students to discuss what they have learned from reading the text.

Let's talk about what you have learned about emperor penguins' diving ability. How does their diving help them? Locate the information in the text that tells you this. I want you to read the text again to find out how the male penguin survives while he is keeping the egg warm. What did you learn by looking at the map?

- Discuss any new learning in relation to the students' original predictions.

What information did you find that was different to your original prediction? Was your prediction close or did you need to revise it substantially? Is there anything you didn't learn that you would like to find out? If so, what is it?

Amazing Emperor Penguins

Name _____

Complete the web with three or more facts for each heading.

Size

Food

Amazing
Emperor
Penguins

Swimming
and Diving

Breeding

Magazine Poems: Who Am I? Eight Little Penguins

Guided Reading

Teaching Focuses

Help students to:

- Understand the concepts presented in the poems.
- Explain the rhyming and verse structures.
- Read the poems for an audience with expression and rhythm, using punctuation to aid phrasing.
- Identify rhyming words.

Who Am I?

Introducing the Text

- Have the students brainstorm a list of words that describe the emperor penguin.

What words and phrases can you think of to describe emperor penguins?

- Read the title on page 11 and discuss the photograph. Discuss the structure of the poem (verses) and repeated use of some phrases.

Reading the Text

- Have the students read the poem to themselves to get a feel for the language.
- Encourage the students to read the poem aloud, with rhythm and expression.

- Ask the students to locate the rhyming words.
What do you notice about the rhyming words in this poem?

- Invite the students to perform the poem, dramatizing the action.

Discussing the Text

- Ask the students to discuss the structure of the poem. Draw their attention to the number of lines in each verse.

How many verses are there? What do you notice about the pattern of rhyming words?

- Ask the students to discuss why the same phrase is repeated over and over again.

Are there some parts of the poem that are repeated? Which parts are they? Why did the poet do that?

- Have the students write another verse using the same structure.
- Discuss the message in the poem.
What do you think the message in this poem is? Can you explain it in your own words?
- Explain to the students that the poem is written from a penguin's perspective. Encourage the students to write a poem about some other bird from the bird's perspective.

Eight Little Penguins

Introducing the Text

- Have the students read the title and discuss the illustrations on page 30.

What do you think this poem is about?

- Discuss the layout of the poem (verses).
What do you notice about how the poem is arranged? What patterns do you see?

Reading the Text

- Have the students read the poem individually.
Read the poem to yourself, observing the punctuation.
- Encourage the students to read the poem aloud with expression.
- Ask the students to perform the poem, dramatizing the action.

Discussing the Text

- Ask the students to retell the poem.
- Ask the students to point to the rhyming words and discuss their frequency.
Which words rhyme? What do you notice about the pattern of rhyming words?

- Have the students reread the poem in pairs, focusing on the rhythm and action.
Did you read the poem differently this time? How do you think it was different?

Magazine Play: Penguins on Parade

Guided Reading

Supports

- Predictable language structures
- Cue pictures for each character

Challenges

- Some large amounts of text
- Concepts and some terms may be unfamiliar

Teaching Focuses

Help students to:

- Use strategies for understanding unknown vocabulary and for solving unknown words.
- Make predictions and check these using information gained from the reading.
- Interpret the messages in the play.
- Make judgments using information from the text.
- Clarify concepts and vocabulary specific to topic.

Introducing the Text

- Read the title of the play on page 22 and introduce the characters shown on the title page. Have the students identify each of the characters in the illustrations and make predictions about what might happen. Record their predictions.

Read the title of the play and then use page 22 to identify the characters in the illustration on the title page. What do you think is going to happen?

- Review the function of the narrator.
- Have the students share what they already know about different sorts of penguins.

What does the word waddle mean? What does the title mean? Look at the illustrations for some clues. Who can explain what a parade is? What is meant by penguins on parade?

Reading the Text

- Have the students read the play to themselves to see how the plot unfolds.
- Assign parts and ask the students to read the play out loud, with expression.

Try to pretend that you are the character and make your voice sound different.

- Ask the students to look through the play and find their roles so they know when it will be their turn to read. Remind them not to read the name of the character when they read their lines. *Read through the play so that you can see where your part is.*

- Review strategies to use when the students don't know the meaning of a word. *If you don't know the meaning of a word, substitute another word that makes sense. Or you could try looking it up in the dictionary or asking someone.*

Discussing the Text

- Discuss the story of the play. Ask the students to retell the events of the play in their own words.
- Clarify any of the content the students don't understand. Clarify specific vocabulary. *Where were the penguins going to when they came out of the sea? How did the penguins come in to shore? What does huddle mean? What are petrels?*
- Ask the students to share with the group any strategies that they used to help with reading unknown or difficult words.

Subsequent Reading

- Assign the students different parts. *Read your part silently and then you will read them aloud.*
- Suggest that the students be prepared to perform the play for the class.
- Discuss with the students what they could use or do to enhance their production, such as make props and masks, invite an audience, make scenery, use a sound system, or add music.

Magazine Article: Word Power

Word Work

Introduce

- Review with the students how to read and answer multiple-choice questions.
- Discuss with the students each term listed on page 10. Encourage them to discuss what strategies they might use to establish the meanings.
Read the words on page 10. See if you know what they mean.

Use

- Ask the students to write each of the words on a sheet of paper. Ask them to select the correct word meaning and write the correct definition or its letter beside each word.
- Have the students use the rating scale to give themselves a rating.
Check your answers on page 21 and use the rating scale to rate yourself.
- Check the meaning of any words that were incorrect by looking in the text.
If any meanings were incorrect, go back to the text and find the word. Try one of the answers in its place. Read the whole sentence. Does it make sense now?
Have the students do the Xtra for Xperts questions on page 21 and find out what rookeries are.

Apply

- Ask the students to syllabify the following words – *burrow, excellent, glee, proud, speedy, surfer, tumble, waddle.*
Clap each word and count the number of syllables in each word. Listen to each syllable. Try to record all of the letters in each syllable to spell the word. When you have finished, check each word with the word in the magazine.
- Provide the students with eight pairs of cards. Write the Word Power words on one set, and the definitions on the other. Have the students play a matching game with the cards.

- Ask the students to identify the base words in *speedy* and *surfer*. Discuss how the meaning of the base word is important to the meaning of the word. Ask the students to think of other words which use these base words.
- Make a list of suffixes on the board for the students to use.
Select one of these endings – ing, est, er, ly, ed, s – to add to the base words to make new words – burrow, proud, tumble, waddle. Record them in alphabetical order.

Magazine Article: Web Site

- Have the students download some fun things to do from the web site that are specific to the topic.
- Ask the students to find Moana in the magazine and find out more about her on the web site.
- Have the students write their own poems about penguins. E-mail these poems to the Safari Tour Guide ([tourguide@readingsafari.com](mailto:tourguid@readingsafari.com)).
- Encourage the students to read more about penguins on the web site.
- Have the students make a penguin card to say *Have a great trip* and write a poem in it.

Magazine Article: Classifieds

Oral Language Activity

- Ask the students to locate the classified section of a newspaper through its index. Discuss the different advertisements.
Look at the section. Check to see the types of advertisements.
- Discuss with the students what each advertisement is trying to say.
- Discuss with the students what extra information they would need to be able to respond to the advertisement.
- Encourage the students to discuss the key words in the advertisement.

Book: My Dad, the Rock-and-Roll Penguin

Guided Reading

Supports

- Sequential narrative
- Illustrations support text

Challenges

- Long paragraphs with substantial dialogue
- Unusual plot

Teaching Focuses

Help students to:

- Make predictions about the sequence of events.
- Identify the setting, characters, problem, events, and solution.
- Clarify concepts and vocabulary.
- Use strategies to find meaning of unknown words.

Summary

The story tells how a father penguin was made to leave the penguin colony because he played loud rock-and-roll music. A soft-music concert was held on an iceberg and the Arctic animals were invited. The orcas wanted to trick the animals and eat them. Dad arrived and managed to drive the orcas away with his loud music and all the animals were saved.

Introducing the Text

- Have the students make predictions. List these.
What do you think might happen in the story?
- Look through the story with the students.
Introduce the main character in the story. Ask the students to read the first chapter heading and then skim the first three paragraphs to find out why Dad was made to leave the penguin colony.
Who else is in the story? Where do you think the story is set?
- Review and clarify new and topical vocabulary – *avalanche, council, gentle, icicle, orcas, icebergs, colony*. Write the words on the board.

Reading the Text

- Focus the students to read and find out why the orca whales went away when Dad played his music.

- Review strategies to use when the students don't know the meaning of a word. Prompt them by using questions that will encourage them to use meaning and structure combined with the visual information.

Make a meaningful prediction. Check the first few letters of the word to help confirm your prediction. Leave the word out and read on to the end of the sentence, then reread.

Discussing the Text

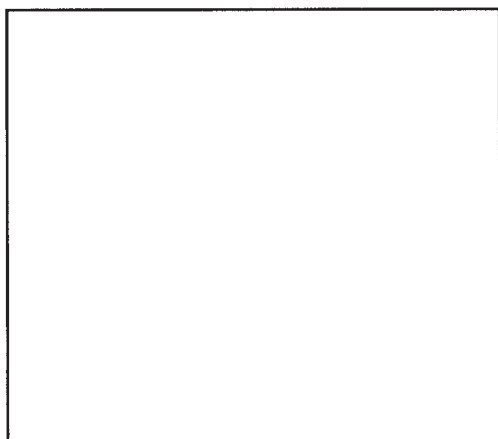
- Revisit the focus for reading.
Why did the orcas go when Dad played his music?
- Discuss the story elements.
Where do you think the story took place? Who are the characters? What was the problem? How was it solved?
- Help the students substantiate their understandings.
Where does it tell you that the orcas wanted to come to the concert? What part of the story tells you what the other name for orcas is? Where was Dad watching the concert from? How did the orcas try to get the animals off the iceberg?
- Return to the words on the board. Have the students supply the meanings, then use each word in a sentence.

My Dad, the Rock-and-Roll Penguin

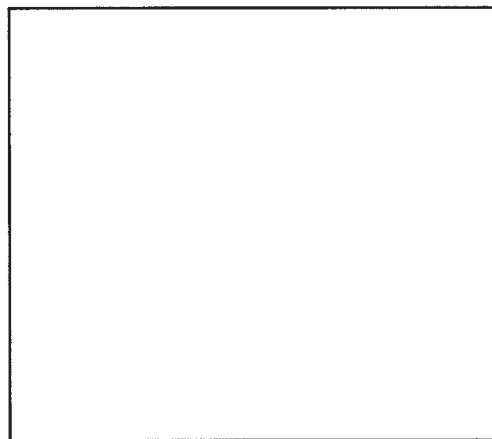
Name _____

Read the story. Then write a sentence to tell what happens at the beginning, the middle, and the end of the story.

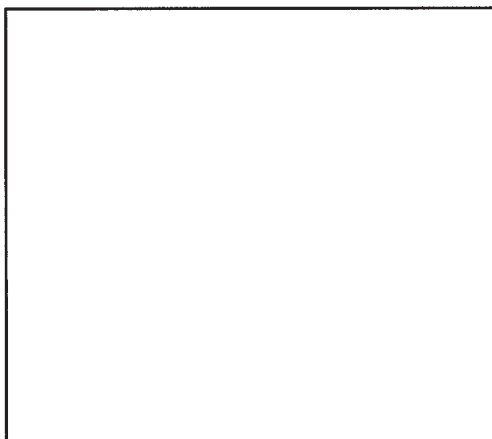
Beginning



End



Middle



Concluding Activities

Synthesizing Information Across Texts

- Once the students have been exposed to various texts in guided reading, consider revisiting the texts for the purpose of helping them analyze and synthesize the information presented. Encourage the students to use the texts and the illustrations, diagrams, photos, charts, and so on as they revisit this theme.
- Help the students synthesize information to discover how the penguins' bodies are an advantage to them in their environment. They might use an atlas to locate the countries and seas mentioned in the text. Discuss possible headings with the students under which they can organize information.
- Ask the students to work in pairs as they look through the texts to gather information. Record their responses as they share back to their group. Encourage the students to refer back to text, indicating where the information was presented.
- Have pairs of students reread the magazine, book, and Encyclofact, looking at headings, subheads, the contents page, and index and create an informational mobile about emperor penguins.
- Remind the students that their mobiles should include the following topics – *Title, Classification* (What is it?), *Features* (size, shape, colour), *Habitat* (Where does it live?), *Habits* (What does it do?)
- Alternatively, ask the students to revisit the texts and then to make a poster to show how the emperor penguin can adapt to life on the water, and life on the land, and how its features help it to survive.

Extension Activities

- Discuss any questions that arise as a result of collating the information from the different texts.

Choose a question you want answered. Where could you look for information?

- Ask the students to explore the Internet to find out more information about emperor penguins.
- Discuss with the students the format for writing or presenting a travel brochure to an emperor-penguin rookery.
I would like you to look at these brochures and think about how they are structured. How do they present the main points? What information do they include? I would like you to create your own brochure using the computer. Make use of fonts and print size to emphasize the main points. You may wish to scan a picture from one of the display books, or from one of the web pages.
- Suggest the students write a letter to Scott Base to request more information.
Is there someone you could write to to request more information? What would the letter need to contain? What other information would you need to give them?
- Discuss with the students how they are going to present the information they have found.
Now that you have lots of information about emperor penguins, how could you present it?
- Show the students how they are going to present the information they have found in the form of a slide show. They will need to select some pictures to scan to demonstrate the life of the emperor penguin. Once the pictures have been sequenced, they could write their script to explain the slides. They might also like to include some music.
- Write a menu of a penguin for a day. You will need to refer to the texts to check on the food the penguin eats.
- Ask the students to prepare a quiz about emperor penguins. They will need to include an answer key. The students may exchange quizzes and try their luck answering each other's.

Encyclofact Theme: Emperors on Ice

Guided Reading

Supports

- Contents, index, and headings assist with the location of information
- Clear labels and captions
- Vocabulary is clarified in the glossary
- Visual literacy elements from previous selections are reinforced

Challenges

- Many new content words
- Some unfamiliar concepts
- Students will need help to interpret and explore diagrams, maps, and charts
- Multisyllabic and technical words

Teaching Focuses

Help students to:

- Access information in text, interpret information, and record on grid.
- Understand and interpret map, diagrams, and charts.
- Locate the glossary and use it to extend word knowledge.
- Use the section headings to focus their reading.
- Make use of reading strategies to comprehend new content words.

Introducing the Text

- Use the section headings to make predictions about the text.

Read through the section headings. What do you think this article will be about? What have you already learned about penguins from reading the magazine?

- Turn to the glossary on page 30 and locate the word *habitat*.

What is meant by the word habitat? What is the penguins' habitat? Check page 30 to find out more about habitat.

- Set a focus for reading.

As you read, I want you to find out what emperor penguins eat and who their enemies are.

Reading the Text

- Ask the students to read the *Emperors on Ice* section of the Encyclofact.
- Help the students to link descriptions in the text to details in the photographs, map, and chart.
- Observe the students as they read. Encourage them to interact with the meaning of the text and review reading strategies if necessary.

What do you do when you don't understand what a word means? What do you do when you can't work out a word? What new information have you gathered?

Discussing the Text

- Revisit the focus for reading.
Did you find out what the penguins eat and who their enemies are? Who can tell me?
- Ask the students what information they gained by reading the text. Ask them to support their opinions by finding the relevant part in the text and reading it to the group. List the information.
What information did you gain from reading this text? Find and read the part that tells you. How do you think this was useful?
- Reinforce the reading strategies that students used to assist with reading.
How did you use the headings to help you focus your reading? What did you do to help you with unfamiliar words? Did you remember to keep checking that your reading was making sense?

Emperors on Ice

Name _____

Read the first article in the Encyclofact and then record the main points using the listed headings.

Penguin Habitat

Penguin Movement

Penguin Bodies

Penguin Food

Penguin Enemies

Encyclofact Theme: Fun in the Snow

Guided Reading

Supports

- Contents, index, and subheads assist with the location of information
- Visual literacy elements from previous selections are reinforced
- Language structures are straightforward
- Photographs, chart, and map provide support for text
- Contents page headings give overview of article

Challenges

- Students may need help to interpret the map and chart
- Many new content words
- Multisyllabic and technical vocabulary
- Some unfamiliar concepts

Teaching Focuses

Help students to:

- Gain and interpret information from the text, map, and chart.
- Use the section headings to focus their reading.
- Make use of reading strategies to comprehend new content words.

Introducing the Text

- Use the section headings to make predictions about the text.
What do you think this article will be about? Have you ever been on a snowboard? What do you most enjoy doing in the snow? Can you think of some different types of snow activities? What do you think is meant by a ski resort? Why would it be necessary to wear a helmet if you were on a luge?
- Turn to the glossary on page 30 and locate the word *gondola*.
Who would like to share the definition? Can you find that word in the text? Where might you find a gondola? Check page 30 to find out more about gondolas.

- Set a focus for reading.
As you read, I want you to choose which fun activity mentioned in this article you would most like to try. Be ready to tell us why.

Reading the Text

- Ask the students to link descriptions in the text to details in the photographs, map, and chart.
As you read each section, check to see if you can locate more details in the photograph, map, or the chart.
- Prompt the students to look for parts of words that they recognize to help them decode any unknown words.
When you come to an unknown word, look carefully at the beginning, the middle, and the end to see if you know any of the chunks. Use these chunks to help you solve the unknown word.

Discussing the Text

- Ask the students to retell one fact from the article that they learned from their reading.
What did you learn from reading this article that you didn't know before? Tell me one new fact that you have learned about snow activities.
- Reinforce the reading strategies that students used to assist with reading.
How did you use the headings to help you focus your reading? What did you do to help you with unfamiliar words?
- Revisit the focus for reading.
Who would like to share with the class the activity they would most like to try? Why did you choose this one?
- Reread the article and discuss the information presented under each heading. Have the students retell what they have learned.
What does the information under this heading tell you? Can you explain it in your own words? Record the information under the heading on your BLM.

Fun in the Snow

Name _____

Write about each of the snow activities listed below. Record the equipment and clothing necessary for each activity and then explain how it is done.

Snowboarding _____

Sledding _____

Luge _____

Encyclofact Theme: Our Solar System

Guided Reading

Supports

- Contents, index, headings, and labels assist with the location of information
- Vocabulary is clarified in the glossary
- Photographs, diagrams, and charts support text
- Cross-section diagrams reinforce concepts

Challenges

- Diagrams and charts may be challenging
- Many new content words
- Some unfamiliar science concepts
- Topic may be new to some of the students

Teaching Focuses

Help students to:

- Gain and interpret information from text and diagrams, interpret it, and record understandings.
- Use the section headings to focus their reading.
- Make use of reading strategies to comprehend new content words.

Introducing the Text

- Use the section headings to make predictions .
What do you think this article will be about? What do you already know about the solar system? What planets can you name in the solar system? What do you think is meant by a satellite?
- Turn to the glossary on page 30 and locate the word *atmosphere*.
Can you find the meaning of atmosphere in the glossary? Who would like to share the definition? Can you find that word in the text?
- Look through the article, the headings, and diagrams together and ask the students to make predictions. List these.
What might you find out from reading this article? What do you think is meant by the solar system? What is oxygen? Why is it necessary to have gases in the atmosphere? What would happen if there were no gases?
- Ask the students to look at the diagram and chart on pages 28 and 29.

What are the inner planets? Which planets have satellites?

- Have the students check the index to see where *nitrogen* is mentioned in the text.
- Set a focus for reading.
As you read, find the piece of information you think is the most interesting. Be prepared to explain your choice.

Reading the Text

- Ask the students to read the *Our Solar System* part of the Encyclofact.
- Ask the students to link descriptions in the text to details in the diagrams and charts.
- Prompt the students to look for parts of words that they recognize.
When you come to an unknown word, look carefully at the beginning, the middle, and the end to see if you know any of the chunks. Use these chunks to help you solve the unknown word.

Discussing the Text

- Revisit the focus for reading.
What interesting information did you find? What made you choose that?
- Ask the students what other information they gained by reading the text. List the information.
- Reinforce the reading strategies that the students used to assist with reading.
Did you remember to keep checking that your reading was making sense?

Our Solar System

Name _____

Read the words in the left-hand column and then locate them in the text. Write your understanding of their meanings. You may need to check them in your dictionary.

Word	Page	Your Explanation	Dictionary Help Yes/No
solar system	24		
orbit	27		
gases	25		
atmosphere	26		
ozone	26		
satellite	27		
planets	28		
oxygen	26		
nitrogen	26		
natural	29		

Safari Teacher Notes
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