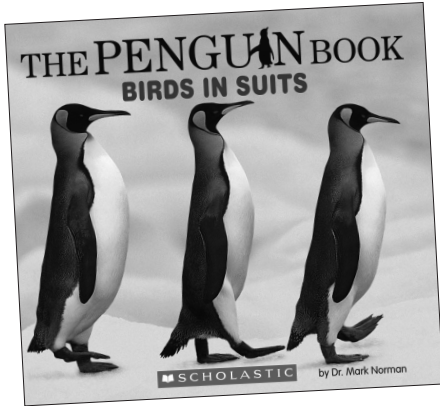


THE PENGUIN BOOK BIRDS IN SUITS

Written by Dr. Mark Norman



TEXT TYPE: Non-fiction: Description—Report
GUIDED READING LEVEL: Q

SUMMARY: Seventeen different species of penguins exist on earth. The habitats, predators, and feeding habits of each variety of penguin is presented, along with other amazing facts about one of the most unique birds on Earth.

Note: You may want to just focus on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

TEXT FEATURES

- glossary
- index
- chapters

VISUAL LITERACY

- table of contents
- maps
- inset photographs
- charts
- scale diagrams

TEXT SUPPORTS

- captions
- sidebars

POSSIBLE TEXT CHALLENGES

- scientific vocabulary
- layout of text
- names and titles in Latin
- unfamiliar wildlife names

FOCUS COMPREHENSION STRATEGY

- synthesizing

FURTHER COMPREHENSION STRATEGIES

- making connections: text to text, text to world
- predicting

ORAL LANGUAGE OPPORTUNITIES

- Think-Pair-Share strategy
- discussing with a partner
- sharing information
- oral presentation of favourite facts countdown or penguin 'diary' (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: recognizes and understands a wide range of compound words, and is able to chunk less familiar ones into single words to better comprehend, e.g., 'Chinstrap,' 'Rockhopper,' 'Yellow-eyed'
- language predictability: using a variety of strategies to solve word meaning

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- find main facts in the text, graphs, and captions
- make text to text connections
- connect facts, comparisons, and ideas together
- connect facts to what might be previously known or thought about penguins
- self-monitor reading strategies and make adjustments when needed

ASSESSMENT TOOLS

Select from the following:

- Synthesizing Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 4–15)

BEFORE READING

ESL NOTE: On a world map invite students to point out regions where they think penguins may live. Discuss if they have ever seen a penguin, and invite students to stand up and demonstrate how they think a penguin may walk, eat, and play.

Predicting and Making Connections: Text to World

Activate and build prior knowledge

- Display the front cover and read the title. Ask students, *What kind of book will this be—a story or something different? What do you know about penguins that might give you clues as to what you think the author will say?* Encourage the students to talk about the differences between a fiction text and a non-fiction text. Remind the students the purpose for reading a non-fiction text, e.g., to find out information, affects how they actually read the information presented to them.

TEACHING TIP: To help foster connections to their world, take advantage of the notoriety and interest penguins receive in media, e.g., movies, news, and specialty programming. Ask them where they have learned about penguins outside of the classroom.

Language Predictability

- Turn to the back cover and read the three boxes of text together, then make copies of the KWHL BLM. In the first column, ‘K — What do we know?’—record information that students know about penguins. In the second column, ‘W — What do we want to find out?’—write questions that students have about penguins. The third column in the chart, ‘H — How can we find out what we want to learn?’—can be used to direct student attention to the different text features and visual literacy components of the book. Record the features in the column, along with any other outside resources (other books, Internet) listed by students. The fourth column, ‘L — What did we learn?’—can be completed after reading the book.

Introduce supports and challenges

Visual Literacy Features and Synthesizing

- Ask students to turn to page 5 and read it independently. After students complete the page, direct their attention to the word ‘**species**.’ Ask students how they could figure out the meaning of the word. Identify strategies such as background knowledge, rereading sentences before and after the word, and using the glossary and index. Remind students to use these, and any other strategies stated, when they come to new scientific words in the text.
- As a group, look at the text to find the variety of visual literacy features the author uses, including examples of labels, captions, and diagrams. Ask, *Why are these features used in this selection?* (additional

Synthesizing

information, for explanation). Explain to students the information contained in these features is as important as the information in the main text. Remind students to pay attention to these text features as they read.

- Ask students to consider the pages 6–7 ('Where In The World?') to use text and visual literacy features in helping synthesize the content. Remind students to attend to all the information on each page, including the world map, photograph, scaled pictures, captions, and text information. Ask students:
 - *Is there a noticeable pattern to where penguin populations live on this map?*
 - *Do the pictures of all penguin types help demonstrate their variety and sizes?*
 - *Does the picture of the polar bear help you understand that penguins and polar bears, although seemingly neighbours, actually live in separate parts of the world?*

Set a purpose for reading

- Tell students to read to see how many of the facts listed in the 'K' column of the chart are present in the text. Look for new facts to place in the 'L' column.

Provide for early finishers

- Any students who finish early can discuss with a partner the new facts found during the reading. What were most surprising? What were most unusual?

DURING READING

Monitor reading

- Ask each student to read independently to the end of page 15.
- Listen to individual students read aloud to you. Assist students in solving the meaning of unfamiliar words by reminding them of the supports and strategies discussed earlier (index, rereading, visual literacy features).
- Ask individual students questions during the reading, e.g., *Is this a new fact about penguins? Did you read something like this before?* Help students to organize information with respect to the KWHL chart. New information should be noted. Facts that were already placed on the chart can be acknowledged. Identifying both new and known facts can help students' comprehension.

Observe

- Make observations on your assessment tools. (See the Synthesizing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 4 Literacy Support Guide*.)
- Make observations regarding the students reading all of the information presented (main text and visual literacy features, charts, captions, diagrams). Encourage students to follow an approach, in reading the main text and other textual components, that works for them (e.g., read the main text first and charts and captions second—the order in which the text is presented).

TEACHING TIP:

There are many meaningful ways to read a non-fiction text. Allowing students to read non-fiction texts in a manner comfortable and appropriate for them enhances learning and makes the experience an enjoyable one.

- Note any successful reading strategies you observe, e.g., students looking at the picture, students re-reading for understanding.

AFTER READING

Synthesizing

Revisit the purpose for reading

- Allow students to share any new information they learned about penguins. List these facts in the 'L' column of the chart. Ask, *Are the new facts similar to the facts you already knew about penguins?* Provide an opportunity for students to discuss. Discuss how the new information, along with their prior knowledge, gives students a better understanding of penguins.

Check on outstanding challenges

- Review and discuss any challenges students experienced.

Note successful strategy use

- Highlight a student who successfully read the text, e.g., *I really liked the way Jay read page 11. He read the main text first. Next, he looked at the two pictures and read the captions near each picture. Finally, he read the sidebar on the right side of the page.* Allow other students to explain how they read the same page. Commend students for choosing strategies they felt comfortable with and that worked for them.

Second Session (pages 16–32)

BEFORE READING

Analyzing

Activate and build prior knowledge

- In a Think-Pair-Share activity (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*) ask each student to share the fact they found most interesting or surprising about penguins from the previous reading session. Encourage each student to explain why they found the particular fact engaging.

Word Solving and Building

Introduce supports and challenges

- Direct students' attention to the word 'Adélie' on page 16. Discuss the 'é' in the middle of the word. Ask students for some strategies to help figure out the word (chunking, smaller words within the word). Encourage students to use appropriate strategies when trying to solve new words.

Synthesizing

Set a purpose for reading

- Ask students if they can identify features of penguins that are similar throughout the species and features that are different.

ESL NOTE: Have pictures available of each penguin, with its name printed at the bottom. Students can practise saying the name of each penguin as the pictures are shown. To help with accurate pronunciation, clap each syllable.

Provide for early finishers

- Any students who finish early can reread these chapters with a partner. What are some of the penguin names that they found interesting or unusual?

DURING READING

Monitor reading

- Have different students read portions of the text to you and provide them with appropriate comprehension prompts, e.g., *Have you read about another penguin like this? How is this fact different from the facts you have read about other types of penguins?*

TEACHING TIP: Providing appropriate prompts and good questions allows the teacher to really find out how much a student comprehends a text, the strategies being used, and areas needing help and adjustments. In most cases, one question will not provide you with the information required. Always ask additional questions and provide the opportunity and time for 'honest' answers.

- Provide support to students in word solving and vocabulary.

Synthesizing

Observe

- Make observations on your assessment tools. (See the Synthesizing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 4 Literacy Support Guide*.)
- Give feedback on any successful use of strategies you observe. Ensure students are using a variety of strategies, including those introduced in the Before Reading section, as well as others. If a student is struggling with a specific word and a strategy is not helping, discuss other possible strategies to try.
- Encourage students to explain how they use a strategy to help in solving new or difficult words (e.g., ‘Crustaceans,’ ‘Subantarctic’)

AFTER READING

Revisit the purpose for reading

- Ask students to share the similarities and differences they found among the species of penguins. As a group, have the students share any similarities and differences found in another text they read regarding penguins. Did they learn any of these facts from other sources (Internet, television, magazines)? Ask, *How is the way that facts are presented in this book different or the same as the way they are presented _____ (on the Internet/on television/in a magazine)?* Encourage students to discuss their preferred way of receiving information about penguins.
- Complete and discuss the KWHL chart. Compare how much students knew about penguins before and after the reading. Direct students’ attention to the third column, ‘H — How can we find out what we want to learn?’ As a group, look at page 32 of the book. Explain that the headings ‘Further reading’ and ‘Websites’ are additional resources to find out information about penguins.

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced.

Note successful strategy use

- Explain a successful reading strategy you observed, e.g., *On page 19, Linn figured out the word ‘albatrosses’ by breaking it down into four parts. First, he looked at the beginning part of the word, ‘al.’ Linn knew the word ‘bat.’ The third part of the word Linn figured out was ‘ross.’ He told me he has a friend named Ross. Finally, Linn knew the ‘-es’ suffix. Linn blended all the chunks together to figure out ‘albatrosses.’*

- When the same word is solved using a different strategy, it is important to point it out, e.g., *Mary solved the same word using a different strategy. She looked at the picture of the albatross and remembered her grandfather showed her a flock of albatrosses when she visited him. Pictures are another good way to figure out a word we are not sure of.*
- When possible, it is important for students to share and explain the strategy they used.

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Written

Synthesizing

- Provide students with a new KWHL BLM. Ask students to pick another bird (or animal) and complete the KWHL chart. Students can use the Internet and other reference material to find out information on the bird or animal chosen. The information from the BLM can be presented as a one-page summary containing important information about the animal or bird, a picture (magazine, Internet) or illustration, and a chart or sidebar. The individual student pages can be compiled to make a class book entitled, for example, 'The _____ Book: A Perfect Pet.'

Artistic

Analyzing

- Students select a favourite penguin from the book. Using the photographs in the book or from other sources ('Websites,' 'Further reading'), students create a Penguin Poster. The poster can follow the format of 'Penguin Bits' on page 4. The poster must have a title and at least five facts about the particular penguin.

Oral/dramatic

Sequencing

- There are 17 species of penguins. Allow students to select their 17 favourite facts about penguins. Students can present the facts in a list format, e.g., 'My Top 17 Penguin Facts.' Ask students to present their countdown of favourite facts, from 17 to 1.
- Have students present 'A Day in the Life of an Emperor Penguin.' Students will infer as well as make connections to what they might have previously seen of Emperor penguins to arrive at what they think a day in their lives might be like. They can choose from a range of facts and possible events, including how they spend the day searching for food, protecting their newborn, surviving the harsh winter, etc. They can read the diary aloud to other students.

Inferring and Making Connections: Text to World

KWHL Chart

Name: _____

K - What do we know?

W - What do we want to find out?

H - How can we find out what we want to learn?

L - What did we learn?