



THE AMAZING PENGUIN RESCUE

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TEXT TYPE: Non-fiction: Retell—Magazine Article
GUIDED READING LEVEL: R

SUMMARY: This article recounts an oil spill that affected 40 000 African penguins in June 2000. It summarizes the incident and how rescuers worked tirelessly to save the penguins after the devastating oil spill. It is written from the perspective of an African penguin, which allows us to visualize its experience as it tried to survive.

TEXT FEATURES

- article format
- captions
- headings

VISUAL LITERACY

- captions
- photographs
- map
- labelling

TEXT SUPPORTS

- captions
- map

POSSIBLE TEXT CHALLENGES

- incorporating information from captions into information provided in main text
- some difficult vocabulary, e.g., ‘bray,’ ‘territory,’ ‘propellers,’ ‘agonizing,’ ‘ordeal’

FOCUS COMPREHENSION STRATEGY

- inferring (visualizing)

FURTHER COMPREHENSION STRATEGIES

- making connections: text to world
- sequencing

ORAL LANGUAGE OPPORTUNITIES

- group discussion
- Think-Pair-Share strategy
- oral presentation (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using word chunks, syllables, and context clues to figure out unknown words

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- visualize the plight of the penguins after encountering the oil spill
- make connections to the impact these types of situations have on the environment
- use context clues and word chunks to decode unknown words
- use and understand the text and visual literacy features

ASSESSMENT TOOLS

Select from the following:

- Inferring Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Making Connections: Text to Text

Activate and build prior knowledge

- Introduce students to the text by making connections to articles they have read. Ask, *Has anyone read an article (in a magazine, newspaper) before? How are books and articles different?* Hand out the article to students.

ESL NOTE: Introduce specific vocabulary you think ESL students may not be familiar with ('bray,' 'territory'). Provide definitions to help deepen their understanding as they read.

Text Features

Introduce supports and challenges

- Have students look at the sentence at the top: 'A devastating oil spill, 40 000 penguins, and the humans who saved their lives.' Explain that articles often have a short section under the main headline that makes a reader want to read more. It draws our attention to the article and hooks us before we even begin reading. Have students read the headline and intro sentence and think about what they now know about this article. Have them turn to a partner to share their thinking. If there's time, have a few pairs share with the whole group.

Visual Literacy Features

- After students have explored the headline and intro sentence, orally brainstorm different text features often found in non-fiction texts. After activating their prior knowledge, have them work with a partner to find all the text features used in this article (labels, map, captions, headings). Once they have done this, have each pair share a text feature and how this feature can help deepen their understanding of the information. (You can create an anchor chart for them to refer to and add on to when they are reading other non-fiction texts.)

Word Solving and Building

- On page 2, have students find the word 'devastating.' Have students break the word into chunks. Ask, *How does breaking a word into chunks help you figure out an unknown word?* Have students find the words 'dedicated' on page 3 and 'charcoal' on page 4 to allow them opportunities to practise this strategy with your guidance. Remind them to use this strategy if they encounter unknown words while reading.

Inferring (Visualizing)

Set a purpose for reading

- Explain to students that this article is written from the penguin's perspective (provide examples if students do not understand). Say, *As you read this article, I want you to visualize what the experience was like for the penguins. Ask yourself why the penguins did not trust the humans at first. How must it have felt to have the adaptations they use to survive fail, such as their feathers not keeping them warm? This perspective will help you develop empathy for the penguins and for other animals who find their habitats damaged by outside forces.*

Provide for early finishers

- Provide students with sticky notes. If they finish early, they can reread the information provided in the captions and jot down any information that deepened their understanding or they found interesting.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Note the word solving strategies used as the student negotiates the text. Ask questions to observe the level of the student’s understanding. Offer prompts, such as, *Could we chunk this word? How were the penguins feeling at this point? Why were they scared of the humans who were only trying to help them?*

TEACHING TIP:

If you notice a student rushing through the text, give them a sticky note and have them stop every few paragraphs and jot down any key words or interesting facts they have read. Remind them that reading is not a race and that when you stop and think as you read, you deepen your understanding.

Observe

- Make observations on your assessment tools. (See the Inferring Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Note any successful reading strategies you observe, e.g., students using word chunks to decode an unknown word, using visual literacy features to deepen their understanding, visualizing to create empathy for the penguins’ ordeal.

AFTER READING

Revisit the purpose for reading

- Ask students if they could visualize the ordeal the penguins endured after the oil spill. *How did the penguins survive? How did their feelings towards the humans shift over time? What was the sequence of events that took place to help the penguins? Are there any similar situations that our local wildlife encounter?* (For example, owls who have lost their habitats due to deforestation.)

Check on outstanding challenges

- Review any difficulties students encountered. The assessment tools used, along with students’ comments, will help you locate what significant challenges remain.

Inferring (Visualizing)

Note successful strategy use

- Have students share their metacognitive thinking as they self-monitored their reading. Ask students, *Which text features did you use to help you understand the story?* Or give a specific example, such as, *I notice that when Bernardo came to the word ‘territory,’ he broke it into chunks until he could figure out the word. After he did this, he went back and read it again to regain his speed.*

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 5 Literacy Support Guide*.

Written

- Have students recount the events that took place after the oil spill and sequence the steps rescuers used to help the penguins survive the spill.
- Have students write a one-day journal entry from the perspective of a rescuer. They should reflect on what a rescuer might be thinking or feeling at different stages, e.g., first hearing about the oil spill, seeing the impact of the oil spill for the first time, etc. Remind students to use the text, including the photos, to help them write their entry.

Artistic

- Have students create a diorama of the African penguin’s habitat before and after the oil spill.

Oral/dramatic

- Have students research other disasters that have affected wildlife. Have them create an oral presentation to explain what the disaster was and how we can help prevent such a disaster from happening in the future.

Synthesizing and Sequencing

Inferring

Synthesizing

Analyzing