

Teacher Edition

Penguins



alphakids

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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- A contents and index are provided
- Labelled photographs support the text

Vocabulary

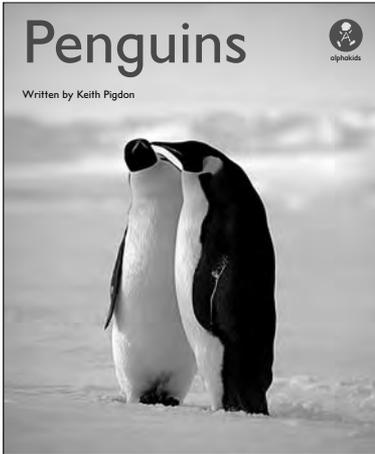
penguins, chicks, swimmers, divers, bodies, beaks, feathers, waterproof, blubber, flippers, webbed, squid, krill, emperor penguins, hatch, male, female

Setting the context

Prepare a KWL chart prior to the reading session

| K | W | L |
|-----------------------------|---|--------------------------------|
| What we know about penguins | What we want to find out about penguins | What we learned about penguins |

Ask the children to tell you what they know about penguins. Record their ideas on the chart. Ask the children to think of questions they still have about penguins. Record these in the second column of the chart.

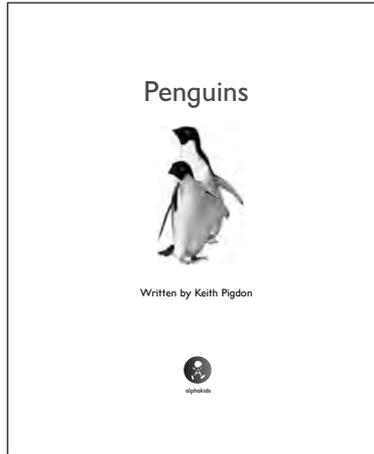


Front cover

What type of book is this?

What makes you think so?

What sort of information do you expect to find in this book?



Title page

Can you point to the title?

Can you say the author's name?

Point out that no photographer is acknowledged because photographs from more than one source were used.

Predict

Read the table of contents to the children.

Do we need to start reading from the first page? Why?

What page would you like to read first? Why?

What do the pictures on pages 4 and 5 tell us about penguins?

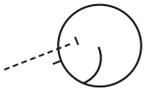
Read to the end of page 4.

Reflect

What did you learn from the text?

What information do the photographs give us that the text does not?

Why does page 4 have the heading 'Introduction'?



Observe and support

Does the child monitor their own reading and notice when errors occur?

How did you know that was wrong? What did you think about?

What word could go there?

What would sound right?

What would look right?



Contents

| | |
|------------------------|----|
| Introduction | 4 |
| The bodies of penguins | 6 |
| Penguins swimming | 9 |
| Penguins hunting | 10 |
| Penguins diving | 13 |
| Penguins on land | 14 |
| Index | 16 |

Introduction

Penguins are birds that can't fly. They are great swimmers and divers. They live most of their lives at sea. They only leave the sea to lay eggs and look after their chicks.



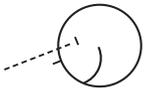
● **Predict**

*How do the penguins keep warm?
What sort of information will the writing in the boxes tell us?
Why are labelled diagrams useful?*

● **Read** Read pages 6 and 7.

● **Reflect**

*How do penguins keep warm?
What helps penguins to be good swimmers?
Why do penguins need to be good swimmers?*

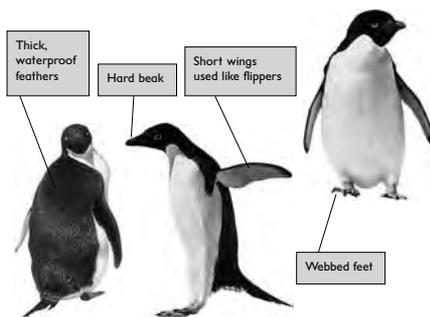


Observe and support

Can the child use information from the text and the labelled pictures to support their understanding of the book?
*What helps a penguin swim? Where did you find that information?
What do the labelled pictures tell you that the text does not?
Where is a penguin's blubber? Where does it tell you this?
What sort of beak do penguins have? Can you show me where the book tells you this?*

The bodies of penguins

Penguins have strong, smooth bodies that make it easy for them to move through water. Their thick feathers are waterproof. They have layers of fat called blubber to help keep them warm in the cold sea.



Predict

Look at the picture on page 8.

How would this picture have been taken?

What does it tell us about penguins?

Turn to pages 10 and 11.

Why do you think these pictures might be in a book about penguins?

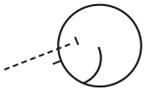
Read to the end of page 10.

Reflect

What did you learn about penguins as swimmers?

What did you learn about the way penguins hunt for food?

How do labels help us to read this book?



Observe and support

Does the child use information in the pictures and the text to understand the meaning of new vocabulary such as 'krill' and 'squid'?

What can you tell me about krill? How did you work that out?

What do you know about squid? How do you know this?



8

Penguins swimming

Penguins are excellent swimmers. They can't fly in the air, but they use their small wings like flippers to 'fly' under the water.

Penguins use their webbed feet to steer as they swim.

They leap out of the water for a breath once every minute.



9

Penguins hunting

Large groups of penguins hunt for food in the sea. Penguins need to eat a lot of food because they swim so much. They eat fish, squid and tiny animals called krill.



Squid



Krill

10



Fish

11

● **Predict**

Look at page 12.

What is this penguin doing?

Why might it be important for a penguin to be able to dive like this?

What parts of the penguin can you see in the picture on page 13? What is the label pointing to?

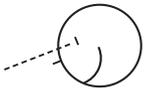
● **Read** to the end of page 13.

● **Reflect**

Why do penguins dive?

How deep can they dive?

How do penguins hold their prey?



Observe and support

Can the child use their knowledge of phonics to work out new words such as ‘skilled’?

Look at the first two letters.

What sound do they make when they are together like this? What is the middle sound of the word? Can you break up the word? What do the letters ‘ed’ at the end of a word sound like?



12

Penguins diving

Penguins are skilled divers. They can dive deeper under the water than any other bird.

Some penguins can dive as deep as 250 metres.

They dive to catch fish and squid, which they grasp with their beaks. Their hard, spiny tongue helps them to hold their prey.



13

● **Predict**

Show children pages 14 and 15.

What might the information on these pages be about?

Why?

What do these pictures tell us about the way penguins look after their young?

Show children the index on page 16.

This page is called an index. It has a list of words from the book. What is it used for?

● **Read** to the end of page 16.

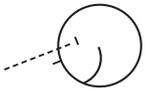
● **Reflect**

Who looks after the eggs and the baby chicks?

Did you expect this? Why?

What role does the female play?

What can you tell me about the words in the index? How are they arranged?



Observe and support

Does the child read fluently?

I liked the way you read that. It was smooth and easy to understand.

Penguins on land

Penguins come on to land to lay eggs and look after their young.

Emperor penguins come out of the sea in winter. The female lays one or two eggs, then the male keeps them safe and warm on the top of his feet.

The female goes back to sea. After the eggs hatch, she brings food from the sea for her chicks.



Index

- beak 7, 13
- blubber 6
- chicks 4, 14
- eggs 4, 14
- feathers 6, 7
- feet 7, 9
- fish 10, 11
- flippers 7, 9
- food 10
- krill 10
- squid 10
- tongue 13

After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What do penguins eat? Why do they need to eat a lot?

How does a penguin's body help it to survive in the sea?

Where do penguins look after their young?

Could a penguin survive on the land?

What dangers do penguins face?

Being a code breaker

Children may like to explore the following language features:

- adjectives used to describe a penguin's body parts: strong, smooth bodies, thick feathers, waterproof feathers, short wings, hard beak, webbed feet, small wings, spiny tongue
- word endings: 'ed' as in skilled, webbed; 'ers' as in swimmers, divers, flippers, feathers

Being a text user

Return to the KWL chart begun before reading the book.

Complete the third column.

Discuss the information contained in the chart and note any points of conflict that exist.

What did we learn by reading the book?

What questions did the book answer? What questions are not answered?

How could we find out the answers to these questions?

What new questions do we now have?

Being a text critic

What kind of information does the author think children are interested in?

Do you agree with him?

What other things would you have liked him to include in the book?

Responding to text



Children could work in cooperative groups to make an audiotape of interviews with a range of people who use x-rays, e.g. dentist, airport or security. Encourage the use of questions to prompt interviewee responses.



Children could write a sentence to explain some of the x-ray photos shown in the book. Encourage the use of illustrations, diagrams, labels and captions to support their writing.



Children could look through this book and other familiar books to list a range of words that contain the letter 'x'. These could be grouped according to the sound/s the letter is representing, e.g. box, exit, xylophone.

Writing links

Shared writing

Children could work with a partner to write a book about another animal that they know about using the same section headings as the text in 'Penguins'.

Independent writing

Children could use their knowledge about penguins to write a narrative piece about a day in the life of an Emperor penguin. You might like to model the beginning of this writing form.

Possible assessment focus

Can the child:

- explain how labelled pictures provide extra information?
- say what new information they learned by reading the book?



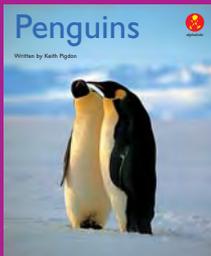
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Penguins

Curriculum link: Science

Text type: Report

Reading level: 19

Word count: 255

Vocabulary: beaks, blubber, bodies, chicks, divers, emperor penguins, feathers, female, flippers, hatch, krill, male, penguins, squid, swimmers, waterproof, webbed

Possible literacy focus

Identifying and understanding information contained in labelled pictures.

Comparing information in the text to own understanding of the subject.

Summary

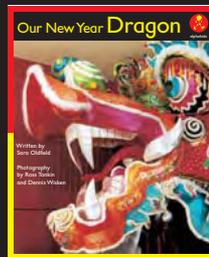
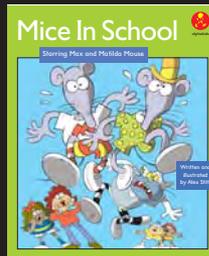
This book outlines the physical characteristics of penguins and describes how they swim, hunt, dive and raise chicks.

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Other books at this level



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