Non-fiction
Penguins

Assessment Task 5

Teacher notes: *Penguins*

Curriculum references: Year 2

Programme of study: Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - discussing the sequence of events in books and how items of information are related
  - being introduced to non-fiction books that are structured in different ways.
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - answering and asking questions
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Running the task

- Write the title of the text on the board: *Penguins.* Tell the children this is the title of the text they are about to read. Ask them to read the title and suggest what the text might be about.
- Ask the children if they know anything about penguins. Encourage a class discussion with any facts that the children already know.
- Display the text. Before reading, you may want to point out and discuss any difficult or unfamiliar vocabulary (e.g. "*hemisphere*", "*flightless*").
- Read the text aloud, asking the children to follow silently.
- Ask the children to say what sort of text this is and how they know.
- Ask the children what sort of image the picture is (a diagram), and why the writer has included it.
- Read the text aloud together.
- Display the task sheet. Read the discussion question, giving the children an opportunity to discuss it in pairs or small groups before sharing their ideas with the class.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as the children perform the task. Support those who need it and challenge those who show higher reading skills.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information **1b**
- identify sequences of events in a range of straightforward texts. **1c**

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What to expect

Discussion questions

- **Where and in what climates can penguins live?**

Children working towards the expected standard will simply state that penguins live somewhere cold. Those working at the expected standard should be able to explain that penguins can live somewhere hot or somewhere cold and should be able to give examples, e.g. Antarctica or Africa. In addition, children working at greater depth within the expected standard may be able to explain that penguins only live in the southern hemisphere.

- **Where do penguins spend most of their lives?**

Children working towards the expected standard will state that penguins spend most of their time swimming. Children working at the expected standard should be able to recognise that penguins spend long periods of time out at sea. In addition, children working at greater depth within the expected standard may recognise that penguins come to land to lay their eggs and breed.

Written questions

1. According to the text, which is the smallest penguin? **(1b)**

Most children should be able to find this information ("*The Fairy penguin*") within the text.

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2. When does the penguin come back to live on the land? **(1c)**

Children working at the expected standard should offer an answer based on the text, such as "*to lay their eggs*". Children working at greater depth within the expected standard may offer a more precise and/or detailed explanation such as "*when it is the breeding season so that they can lay their eggs*". Children working towards the expected standard may select the incorrect part of the text –"*to look after their young*" – without demonstrating understanding that it is the breeding season or they need to come back to land to lay their eggs.

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3. Put the following statements in the order in which they occur in the steps of a penguin's life. The first one has been done for you. **(1c)**

The steps are clearly labelled in the text, which should support the children who are working towards the expected standard. Most children should manage to sequence this question correctly.

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4. According to the text, what keeps the egg warm when the Dad is holding it? **(1b)**

Most children should be able to identify "*a fold of skin*" from within the text.

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5. Draw lines to match what each part of a penguin's body is used for. **(1b)**

Children working at the expected standard, and those working at greater depth within the expected standard, should be able to use the diagram clearly to match the features with their purpose. Children working towards the expected standard may have more difficulty linking the correct body part with the correct purpose.

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Penguins by Ione Branton

Penguins are birds that live in the southern hemisphere and are flightless. Some penguins live on Antarctica, like the Emperor penguin, where it is very cold but some, like the African penguin, can live where it is much warmer in countries like Australia and South Africa.

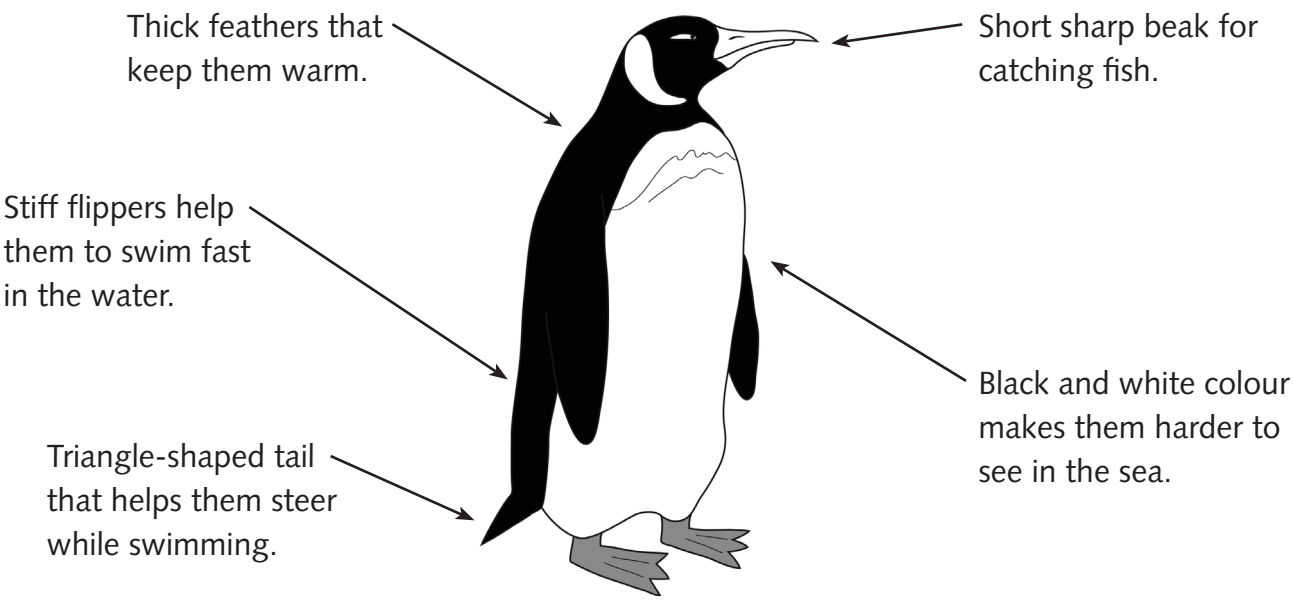
There are around 18 different types of penguins and they all are different sizes and look different. Emperor penguins are the largest and the Fairy penguin is the smallest.

Penguins love water and they spend much of their time swimming. They are expert swimmers and they can often spend up to 4 months out at sea. The Gentoo penguin is the fastest swimmer and can reach speeds of an incredible 22 miles per hour.

They come back to live on the land in the breeding season to lay their eggs and look after their young. After their young leave the nest penguins go back to sea again.

The steps of a penguin's life

Step 1 Dad holds the egg on his feet. A fold of skin helps keep the egg warm.
Step 2 The chick hatches. The parents take turns holding it on their feet.
Step 3 The chicks all snuggle together to keep warm.
Step 4 The chick loses its baby feathers.
Step 5 The chick grows up and becomes an adult.



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Name:	Date:



Talk about these questions.

- Where and in what climates can penguins live?
- Where do penguins spend most of their lives?

Write the answers to these questions.

1. According to the text which is the smallest penguin?

_____

2. When does the penguin come back to live on the land?

_____

3. Put the following statements in the order in which they occur in the steps of a penguin's life. The first one has been done for you.

The chick loses its feathers.	☐
The Dad holds the egg on his feet.	1
The chick becomes an adult.	☐
The chick hatches.	☐
The chicks snuggle together for warmth.	☐

4. According to the text, what keeps the egg warm when the Dad is holding it?

_____

5. Draw lines to match what each part of a penguin's body is used for.

feathers	swim fast
flippers	steer
beak	keep them warm
tail	catching fish
colour	harder to see

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