

## **Guided Reading Card**

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**England**

**Scotland**

**Wales**

**Northern Ireland**



# The Penguins of Madagascar: Penguins to the Rescue

## English Curriculum

**Book Band** Turquoise A  
**RR Level** 17  
**Genre** Action  
**Length** 24pp (429 words)  
**Letters and Sounds** Phase 6

**Year 2, term 1**  
**Phonics Bug** Up to Unit 30  
**Interest words** lemur, super-  
 villain, headquarters, cackled,  
 revenge

### Plot Summary

Dr Blowhole does not like humans and has an evil plan for revenge. Join the penguins as they race against time to save the planet from danger.

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18	<b>Reading</b> [Make] inferences on the basis of what is being said and done.	<b>Y2 t1, Making Inferences</b> Participate in discussions about books they have listened to or read, making inferences about how characters feel.
Y2, WC, p.21	<b>Spoken Language</b> [Write] down ideas and/or key words, including new vocabulary.	<b>Y2, Planning</b> [Write] ideas and/or key words, including new vocabulary, and/or draw pictures, in a planning frame.
Y2, WC, p.21	<b>Writing</b> [Encapsulate] what they want to say, sentence by sentence.	<b>Y2, Text Structure and Purpose – Fiction</b> [Sequence] five or more sentences in a narrative and [use] simple adverbials of time to show the sequence of events.



Key

RC = Reading – comprehension, National Curriculum in England (2013)    WC = Writing – comprehension, National Curriculum in England (2013)

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# Session 1: Reading

## Before Reading

### Phonics for Reading

Play 'Make a Line' in two teams. Draw a grid (like noughts and crosses) and write these words in the nine spaces: *laughed, escaped, exclaimed, appeared, captured, managed, cackled, chuckled, travelled*. Teams take turns to choose a word to read. Cross off the word in the team's colour if they read it correctly. The winning team is the first to make a line.

### Walkthrough



Talk about the front and back covers. Encourage predictions.

- Share pages 2–3. Read the names of the characters together and ask if children have seen them before. See if they can identify the heroes and villains.
- Read pages 4–5 and discuss the villain in this story. Invite their comments and questions and encourage them to speculate about this character.
- Look closely at the pictures on pages 14–15. Challenge children to predict what Dr Blowhole's plan is.

### During Reading

While the children read, ask them to think about the main question.

Main question: **How do the characters feel and how do we know how they feel? (Y2 t1, Making Inferences)**

*Additional prompts to help you sample the children's reading:*

- Pages 4–5: Ask children how we know Marlene doesn't believe Private. Discuss evidence in the pictures and the text.
- Pages 12–13: Ask children how we know that Dr Blowhole is not afraid of the penguins. Discuss evidence in the pictures and the text.
- Pages 16–17: Ask children why Mort wants to find Julien and talk about how we know he is determined to succeed. Discuss evidence in the pictures and the text.
- Pages 22–23: Ask children which of these words best describes Dr Blowhole's feelings: sad, cheerful, furious, or excited. (*furious*)

## **After Reading**

Discuss the main question with the children, considering the feelings and opinions of different characters during the story. Model a range of vocabulary, e.g. *annoyed, frustrated, unbelieving, doubtful, relieved*. Discuss how characters' feelings change as the story progresses.

### **Quick Finishers**

Children write a message to Dr Blowhole, explaining why he should not melt the ice.



## Session 2: Spoken Language & Writing

### Phonics for Writing

Write the words *grab*, *trap*, *hop*, and *flip* and ask children to copy them. Challenge children to write the corresponding past tense verbs (*grabbed*, *trapped*, *hopped*, *flipped*) and correct any errors. Ask a volunteer to explain the rule.

### Spoken Language

Re-read page 23 with the group and ask them what they think Dr Blowhole will do next for revenge. In pairs, children discuss what could happen. Write headings to structure their discussions: *Villain's revenge*; *Heroes' actions*; *What happens in the end*. As a group, discuss children's ideas and, together, create a new narrative. Invite volunteers to fill in details under the headings. Add time adverbials to show the sequence of events (*first*, *then*, *next*, *after that*, *finally*). **(Y2, Planning)**

### Writing

Recap the narrative created in the Spoken Language session. Share the PCM and invite children to write sentences describing how the penguins defeat Dr Blowhole and save the day. Draw children's attention to the time adverbials word bank and encourage them to use this to sequence the events in their writing. **(Y2, Text Structure and Purpose – Fiction)**

### Making Links

Use maps, a globe and non-fiction books to research Madagascar and the animals that live there. Use the same resources to research global warming.



# The Penguins of Madagascar: Penguins to the Rescue

## Curriculum for Excellence

**Book Band** Turquoise A  
**RR Level** 17  
**Genre** Action  
**Length** 24pp (429 words)  
**Letters and Sounds** Phase 6

**Year 2, term 1**  
**Phonics Bug** Up to Unit 30  
**Interest words** lemur, super-  
villain, headquarters, cackled,  
revenge

### Plot Summary

Dr Blowhole does not like humans and has an evil plan for revenge. Join the penguins as they race against time to save the planet from danger.

Curriculum Reference	Objectives	Progression Map Objective
ENG 1-19a	<b>Reading</b> I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences [...].	<b>Y2 f1, Making Inferences</b> Participate in discussions about books they have listened to or read, making inferences about how characters feel.
ENG 1-03a	<b>Spoken Language</b> I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.	<b>Y2, Planning</b> [Write] ideas and/or key words, including new vocabulary, and/or draw pictures, in a planning frame.
LIT 1-22a	<b>Writing</b> <i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i>	<b>Y2, Text Structure and Purpose – Fiction</b> [Sequence] five or more sentences in a narrative and [use] simple adverbials of time to show the sequence of events.



PCM

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# Session 1: Reading

## Before Reading

### Phonics for Reading

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### Walkthrough



Talk about the front and back covers. Encourage predictions.

- Share pages 2–3. Read the names of the characters together and ask if children have seen them before. See if they can identify the heroes and villains.
- Read pages 4–5 and discuss the villain in this story. Invite their comments and questions and encourage them to speculate about this character.
- Look closely at the pictures on pages 14–15. Challenge children to predict what Dr Blowhole's plan is.

### During Reading

While the children read, ask them to think about the main question.

Main question: **How do the characters feel and how do we know how they feel? (Y2 t1, Making Inferences)**

*Additional prompts to help you sample the children's reading:*

- Pages 4–5: Ask children how we know Marlene doesn't believe Private. Discuss evidence in the pictures and the text.
- Pages 12–13: Ask children how we know that Dr Blowhole is not afraid of the penguins. Discuss evidence in the pictures and the text.
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## **After Reading**

Discuss the main question with the children, considering the feelings and opinions of different characters during the story. Model a range of vocabulary, e.g. *annoyed, frustrated, unbelieving, doubtful, relieved*. Discuss how characters' feelings change as the story progresses.

### **Quick Finishers**

Children write a message to Dr Blowhole, explaining why he should not melt the ice.





## Session 2: Spoken Language & Writing

### Phonics for Writing

Write the words *grab*, *trap*, *hop*, and *flip* and ask children to copy them. Challenge children to write the corresponding past tense verbs (*grabbed*, *trapped*, *hopped*, *flipped*) and correct any errors. Ask a volunteer to explain the rule.

### Spoken Language

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### Writing

Recap the narrative created in the Spoken Language session. Share the PCM and invite children to write sentences describing how the penguins defeat Dr Blowhole and save the day. Draw children's attention to the time adverbials word bank and encourage them to use this to sequence the events in their writing. **(Y2, Text Structure and Purpose – Fiction)**

### Making Links

Use maps, a globe and non-fiction books to research Madagascar and the animals that live there. Use the same resources to research global warming.



# The Penguins of Madagascar: Penguins to the Rescue

## Welsh National Curriculum

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**RR Level** 17  
**Genre** Action  
**Length** 24pp (429 words)  
**Letters and Sounds** Phase 6

**Year 2, term 1**  
**Phonics Bug** Up to Unit 30  
**Interest words** lemur, super-  
villain, headquarters, cackled,  
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### Plot Summary

Dr Blowhole does not like humans and has an evil plan for revenge. Join the penguins as they race against time to save the planet from danger.

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Y2, RRA1, p.21	<b>Reading</b> Express views about information and details in a text, considering content, ideas, presentation, organisation and the language used.	<b>Y2 t1, Making Inferences</b> Participate in discussions about books they have listened to or read, making inferences about how characters feel.
Y2, OS3, p.14	<b>Spoken Language</b> Extend their ideas or accounts by sequencing what they say and including relevant details.	<b>Y2, Planning</b> [Write] ideas and/or key words, including new vocabulary, and/or draw pictures, in a planning frame.
Y2, WS&O4, p.24	<b>Writing</b> Organise writing with a beginning, middle and end.	<b>Y2, Text Structure and Purpose – Fiction</b> [Sequence] five or more sentences in a narrative and [use] simple adverbials of time to show the sequence of events.



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## **After Reading**

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## Session 2: Spoken Language & Writing

### Phonics for Writing

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### Making Links

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**Letters and Sounds** Phase 6

**Year 2, term 1**

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R8	<b>Reading</b> Use a range of comprehension skills, both oral and written, to interpret and discuss texts.	<b>Y2 t1, Making Inferences</b> Participate in discussions about books they have listened to or read, making inferences about how characters feel.
T&L9	<b>Spoken Language</b> Present ideas and information with some structure and sequence.	<b>Y2, Planning</b> [Write] ideas and/or key words, including new vocabulary, and/or draw pictures, in a planning frame.
W3	<b>Writing</b> Talk about and plan what they are going to write.	<b>Y2, Text Structure and Purpose – Fiction</b> [Sequence] five or more sentences in a narrative and [use] simple adverbials of time to show the sequence of events.



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