

Predicting – 1

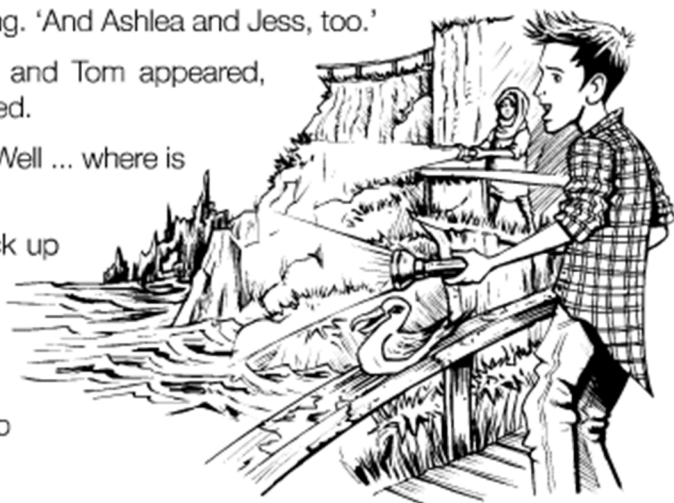
As we read, it is important to think about what is happening and to work out what we think will happen next.

Read the narrative.

Penguin Island

1. The class trotted across the wooden bridge, staring down through the cracks at the black ocean. Ashlea and Tom walked side by side, while Jess lagged behind, trying to read a book about penguins by torchlight.
2. At the start of the night walk, Mrs Flea, their teacher, bellowed strict instructions to the class about staying together, being safe and sensible and not distressing the penguins. She warned them that if anyone broke the rules, parents would be called in the morning to come and collect their child from camp.
3. Tom reached out and tickled Ashlea's side, making her giggle and blush.
4. As they walked along the boundary of Penguin Island, the track started to slope upwards.
5. 'There's one!' yelled Maddy, frantically pointing.
6. A sleeping seagull standing on one leg woke and flew away from the group. Everyone laughed and poor Maddy's face turned the colour of a tomato. She was glad to be in darkness.
7. The class stopped to lean against some railings, listening to the ocean crash against the rocks far below. Tom grabbed Ben's jacket and pushed his top half over the edge of the railing then quickly pulled him back. Ben squeezed his eyes tightly shut and breathed in sharply.
8. 'Tom! Don't!' Ashlea whispered sternly, as loudly as she could without alerting Mrs Flea.
9. They continued to walk along the track. Mrs Flea pointed out the nooks and crannies in the boulders, almost like small caves. The adventurous pupils ducked inside them.
10. 'I've found some eggs!' yelled Ben, leaning over to grab one.
11. 'Don't touch them!' ordered Jess. She crouched in the cave, shining her torch at the eggs and enthusiastically reaching for her book. The pupils took turns looking inside the cave at the eggs until Mrs Flea moved them along.
12. As they continued to walk, the caves disappeared and most of the class concluded that there were actually no penguins on Penguin Island. They began to mess around with their torches. Maddy dropped hers and heard it rolling down the slope.

13. 'Why me..?' she whimpered to herself sadly.
14. 'Don't even think about chasing after it, Maddy. We'll lose you over the edge!' said Mrs Flea, as she tried to do a headcount in the dark. Her stomach flipped in terror.
15. 'Freeze on the spot!' she yelled into the wind. 'Shine your torches and see who is missing!'
16. Torchlights were flying everywhere, blinding the children and exposing their frozen faces.
17. 'Tom. He's gone!' Ben informed them, secretly smiling. 'And Ashlea and Jess, too.'
18. Mrs Flea blew her whistle. Moments later, Ashlea and Tom appeared, running down the track together, looking embarrassed.
19. 'Unbelievable!' Mrs Flea growled at the two pupils. 'Well ... where is Jess?'
20. Ashlea and Ben shook their heads and looked back up the path towards the caves.
21. 'She wasn't with us', mumbled Ashlea.
22. The rest of the class pointed their torches at the edge of the path, illuminating the cliff and the long drop to the ocean and rocks below.



For Less Confident Readers - 1

1. Which of these things do you think Maddy would be most likely to do if she thought she saw another 'penguin'?
- (a) Run up to it and pick it up.
 - (b) Point at it and alert the class to her sighting.
 - (c) Ignore it completely.
 - (d) Look more closely to check it was a penguin.

The best answer is ☐.

2. If Ben were to walk near railings again, what is he least likely to do?
- (a) Walk at the back of the group.
 - (b) Walk next to Mrs Flea.
 - (c) Keep away from the railings and far away from Tom.
 - (d) Walk near Tom and as close to the railing as possible.

The best answer is ☐.

3. Predict what you think is the most likely reason for Jess's disappearance.

Think!

Read paragraph 6 about the seagull and see how Maddy reacted.

Think!

Find the part of the text in paragraph 7 that describes how Ben reacted to being pushed.

Think!

Find the parts of the text that mention Jess and read them again.

For Less Confident Readers - 2

4. Which of these things do you think Mrs Flea is most likely to say to Jess when she is found?
- (a) 'Did you have a good time?'
 - (b) 'I hope you found some penguins while you were missing.'
 - (c) 'Please apologise to the class for making them wait for you.'
 - (d) 'You have broken the rules, Jess! Where were you?'

The best answer is ☐.

5. Do you think Ashlea and Tom now think disappearing from the group was a good idea? Give reasons for your answer.

Think!

Read parts of the text that mention Mrs Flea to help you answer this question.

Think!

Read paragraphs 2 and 18.

For More Confident Readers - 1

Think about the strategies you have learnt and work out these answers.



1. *Imagine Jess came across sleeping penguins, which of these things do you think she would least likely do?*

- (a) Alert the class of her findings.
- (b) Find a stick and poke them with it.
- (c) Look in her book to find out which breed they are.
- (d) Crouch down and study them.

The best answer is ☐.

2. *Which of these things is most likely to happen when Jess is found?*

- (a) The class will continue their tour of the island.
- (b) Jess will tell the class about her adventures.
- (c) Mrs Flea will order Jess, Ashlea and Tom to walk back to camp.
- (d) Mrs Flea will ask Jess where she was, then tell her she is being sent home tomorrow.

The best answer is ☐.

3. *Which of these things do you think Maddy would be most likely to do if she was given another torch?*

- (a) Mess around with it again.
- (b) Say she didn't want one.
- (c) Hold on to it carefully.
- (d) Shine it in her classmates' faces.

The best answer is ☐.

Think!

Find the parts of the text that mention Jess and read them again.

For More Confident Readers - 2

4. *Explain what you think Mrs Flea will do next. Give reasons for your answer.*

5. *What do you think Mrs Flea would say if she were asked to take a class on a night walk of Penguin Island again? Give reasons for your answer.*

Objective

- Pupils will use information from text to predict outcomes not explicitly stated in the text.

Background information

To be able to predict outcomes, often in terms of the probable actions or reactions of specific characters, pupils need to focus on content and to understand what they read. They need to monitor their understanding as they read, constantly confirming, rejecting or adjusting their predictions.

The focus of this section is on teaching pupils how to locate and use the information provided in the text to determine probable outcomes and then to evaluate their predictions.

Pupils need to be able to locate specific information related to an issue and/or characters, using keywords and concepts. Their predictions should not be wild guesses, but well thought out, logical ideas based on the information provided and some prior knowledge.

If pupils' answers differ, it is suggested that they check again to see why their answer varies from the one given. If they can justify their answer, teachers may decide to accept it.

Penguin Island pages 40–43

• *Practice:* page 42

1. (d)
2. (d)
3. She is most likely still looking at the eggs.
4. (d)
5. No, because they are embarrassed and they will get into trouble.

• *On your own:* page 43

1. (b)
2. (d)
3. (c)
4. Mrs Flea may blow her whistle again and try to find out when Jess was last seen, then walk the whole class back to the caves and look for Jess.
5. When Mrs Flea realised pupils were missing her stomach flipped in terror so it is unlikely that she would like to take pupils back to Penguin Island for a night walk.