

Why? Why? Why?

*Somewhere in the middle of **Antarctica**, a group of penguins are sitting on an iceberg watching the strange **events** that are happening out at sea.*

Beaky: (noisily) Why? Why? Why?

Honkers: Good question Beaky. Why are those strange things watching us?

Flippers: (looking **confused**) What are they? Why are they just waiting there?

Pecky: Well, I've never seen anything like it before and I'm the oldest one here.

Beaky: (**rowdily**) Why? Why? Why?

Honkers: Exactly! Well said Beaky. Why are they here? What do they want?

Pecky: You young chicks are too **curious** about things. Just ignore them and they will hopefully go away.

*Meanwhile, just **offshore**, two boats are watching the penguins. The year is 1490 and more ships are being built than ever before. On each boat is a famous **explorer** – both hoping to be the first to discover something new. The boats have not spotted each other yet.*

Aboard one boat.

Vasco de Gama: (looking through a **telescope**) What are those funny looking birds? I think I have **discovered** a new **species**! Ha-ha! I shall go down in history as the first person to see these creatures. I shall be famous!

Cabin Boy: I shall fire the cannons to help us mark this historic event.

Aboard the other boat at the exact same moment.

Ferdinand Magellan: What are those strange looking birds? I think I have discovered a new species! Ha-ha! I shall go down in history as the first person to see these creatures. In fact, I even want these birds to be named after me – the Magellanic Penguin.

Crew Member: I shall fire the cannons so that we can celebrate this special occasion.

Back at the iceberg.

Beaky: Why? Why? Why?

Honkers: Quite! Why are they still here?

Pecky: Oh well. As long as they stay where they are things should be ok.

Flippers: They are very funny looking creatures. Maybe we have discovered a new species. What shall we call them?

*Suddenly, there are loud explosions as both ships fire their cannons in **unison**. The penguins flap around in panic. They have never heard such a noise before.*

On board Vasco de Gama's boat.

Vasco de Gama: Hooray! Let this day go down in history as the day we discovered these strange new birds.

Cabin Boy: (looking through a telescope) Sir... I hate to say this but I can see another boat on the **horizon**. I think I can see Ferdinand Magellan on board.

Vasco de Gama: Oh no! This is terrible. He will think that he spotted the birds first.

On board Ferdinand Magellan's boat.

Ferdinand Magellan: Bravo! Let us celebrate this new discovery and our new found fame. After the **celebrations** we will make notes about what these birds look like and how they behave in their natural **habitat**.

Crew Member: (looking through a telescope) Sir – I'm afraid I have some bad news. I can see another ship on the horizon. I think I can see Vasco de Gama on board.

Ferdinand Magellan: This is awful! It's a disaster! How are we going to decide who saw the birds first?

Many hours later, the penguins spot movement.

Beaky: (happily) Bye! Bye! Bye!

Honkers: Thank goodness for that. It looks like they are leaving now.

Pecky: Yes, but I'm pretty sure it's not the last we have seen of them!

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Why? Why? Why? – Y2m/Y3d/Y4e (White/Silver) – Text

Like this? Find more differentiated Animal resources [here](#).

What type of text is this? (T4)

Identify THREE features of this text type. (T4)

Why has the writer chosen Antarctica as the setting for this text? (C7)

What made it easier for explorers to discover new places in 1490? (C6/2b)

Why does Beaky repeat himself every time he talks? (C7)

Who always seems to understand what Beaky means? (P5/2d)

Pecky says, 'You young chicks are too curious about things.' Why do you think he says this? (P5/2d)

What is the purpose of the words in brackets? (T4)

Who is the oldest penguin? FIND and COPY a phrase that tells you this. (C6/2b)

Identify TWO words that mean the same as 'discover'. (C1/2a)

In what way did both explorers decide to celebrate the discovery of the penguins?
(C6/2b)

Why do you think the explorers took a while to notice each other? (P5/2d)

What is the purpose of a telescope? (C1/2a)

Why did the explorers make notes? (P5/2d)

Why? Why? Why? – Vocab 1

Write the meaning of each of these words.

Antarctica _____

celebrations _____

confused _____

curious _____

discovered _____

events _____

explorer _____

habitat _____

horizon _____

offshore _____

rowdily _____

species _____

telescope _____

unison _____

Why? Why? Why? – Vocab 2

Task A

FOUR of these words (taken from the text) have been spelt incorrectly. Place the misspelt words in the chart below and use a dictionary to find the correct spellings.

famous strange telescope nateral
creachure ocassion discover desaster

Incorrect spelling	Correction

Task B

Follow the rule to change these adjectives to adverbs.

change the -le to -ly

- gentle _____
- simple _____
- humble _____

change the -y to -ily

- happy _____
- angry _____
- noisy _____

add -ally

- basic _____
- frantic _____
- dramatic _____

Task A

Underline the conjunction in these sentences.

- The penguins were curious because they did not know who the humans were.
- The explorers were excited when they discovered a new species.
- The explorers wanted to celebrate so they let off the canons.
- The penguins had sat so still since they saw the boats.

Task B

Complete these sentences by adding so, but or when.

- You can have a break _____ you have scrubbed the deck.
- I was really happy _____ those strange creatures sailed away.
- It was cold in Antarctica _____ I wore extra socks.
- Beaky always had something to say _____ only Honkers understood him.
- We wanted to find out more about the birds _____ we wrote down as much information as possible.
- Vasco de Gama thought he discovered the birds _____ Ferdinand Magellan was there too.

Challenge

Complete these sentences with your own words.

- You can go to the party if _____

- The dentist told me to brush my teeth before _____

- The boy had witnessed the robbery so _____

Why? Why? Why? – Oral Teacher Questions

What type of text is this? (T4) **A play script**

Identify THREE features of this text type. (T4) **Answers could include: name of person speaking on the left, colon used after the name, no speech marks, new speaker on a new line, stage directions, details of where and when a scene is set.**

Why has the writer chosen Antarctica as the setting for this text? (C7) **Antarctica is the natural habitat for some penguins.**

What made it easier for explorers to discover new places in 1490? (C6/2b) **More ships were being built than ever before.**

Why does Beaky repeat himself every time he talks? (C7) **It imitates the sound a penguin makes.**

Who always seems to understand what Beaky means? (P5/2d) **Honkers**

Pecky says, 'You young chicks are too curious about things.' Why do you think he says this? (P5/2d) **The chicks are asking lots of questions.**

What is the purpose of the words in brackets? (T4) **They are stage directions that tell the actor how to look, move or speak.**

Who is the oldest penguin? FIND and COPY a phrase that tells you this. (C6/2b) **Pecky is the oldest penguin because he says 'I'm the oldest one here'.**

Identify TWO words that mean the same as 'discover'. (C1/2a) **Answers could include: find, see, learn, notice, realise, determine, locate, detect, uncover etc.**

In what way did both explorers decide to celebrate the discovery of the penguins? (C6/2b) **By firing their cannons.**

Why do you think the explorers took a while to notice each other? (P5/2d) **They were too busy watching these strange new birds and celebrating their success.**

What is the purpose of a telescope? (C1/2a) **A telescope makes distant objects appear nearer.**

Why did the explorers make notes? (P5/2d) **To record information about the birds in order to tell others about their discovery. They would not have been able to take photographs or video recordings of them in 1490.**

Why? Why? Why? – Vocab 1

Write the meaning of each of these words.

Antarctica – a continent around the South Pole

celebrations – the action of marking your enjoyment at an important event

confused – unable to think clearly

curious – eager to know or learn something

discovered – to have found something

events – a thing that happens, especially one of importance

explorer – a person who explores an unfamiliar area

habitat – the natural home or environment of an animal, plant or organism

horizon – the line at which the earth's surface and the sky appear to meet

offshore – situated at sea some distance from the shore

rowdily – noisily

species – a group of living organisms consisting of similar individuals

telescope – an optical instrument designed to make distant objects appear nearer

unison – together or in agreement

Task A

FOUR of these words (taken from the text) have been spelt incorrectly. Place the misspelt words in the chart below and use a dictionary to find the correct spellings.

famous strange telescope nateral
creachure ocassion discover desaster

Incorrect spelling	Correction
nateral	natural
creachure	creature
ocassion	occasion
desaster	disaster

Task B

Follow the rule to change these adjectives to adverbs.

change the -le to -ly

- gentle gently
- simple simply
- humble humbly

change the -y to -ily

- happy happily
- angry angrily
- noisy noisily

add -ally

- basic basically
- frantic frantically
- dramatic dramatically

Task A

Underline the conjunction in these sentences.

- The penguins were curious **because** they did not know who the humans were.
- The explorers were excited **when** they discovered a new species.
- The explorers wanted to celebrate **so** they let off the canons.
- The penguins had sat so still **since** they saw the boats.

Task B

Complete these sentences by adding so, but or when.

- You can have a break **when** you have scrubbed the deck.
- I was really happy **when** those strange creatures sailed away.
- It was cold in Antarctica **so** I wore extra socks.
- Beaky always had something to say **but** only Honkers understood him.
- We wanted to find out more about the birds **so** we wrote down as much information as possible.
- Vasco de Gama thought he discovered the birds **but** Ferdinand Magellan was there too.

Challenge

Complete these sentences with your own words.

- You can go to the party if – **various responses**
- The dentist told me to brush my teeth before – **various responses**
- The boy had witnessed the robbery so – **various responses**

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, 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
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices