

About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 184

Book Summary

Penny thinks it's funny when other penguins fall down. Sometimes, she even knocks them over on purpose just to see them fall. She says she is sorry afterward, but she doesn't really mean it. One day, Penny herself gets bumped and falls down—way down. Suddenly, it's not so funny anymore! *Penny the Rude Penguin* introduces students to the golden rule with engaging characters and pictures, high-frequency words, and repetitive phrases that support emergent readers.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand text
- Analyze character
- Discriminate consonant digraph /sh/ sound
- Identify consonant digraph *sh*
- Recognize and use past-tense verbs
- Recognize onomatopoeia

Materials

Green text indicates resources available on the website.

- Book—*Penny the Rude Penguin* (copy for each student)
- Chalkboard or dry erase board
- Sticky notes
- Retell, consonant *sh* digraph, past-tense verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *it*, *she*, *the*
- Content words:

Story critical: *bumped* (v.), *mean* (v.), *sliding* (v.), *sorry* (adj.), *spun* (v.), *whacked* (v.)

Before Reading

Build Background

- Write the word *rude* on the board and point to the word as you read it aloud to students.
- Ask students what they think the word *rude* means. Support and discuss their understanding of the word. Ask them to give some examples of when someone is being rude.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Penny the Rude Penguin*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentence on the board: *"Oops," said Penny. "I'm sorry." Penny didn't really mean it, though.* Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand what they are reading is to stop now and then during reading to retell what is happening in the story.
- Explain to students that when someone retells something, they explain the details that happened in the order in which they happened. Point out that people retell stories as part of their daily lives, such as explaining the events of their day or the events on a television show.
- Invite students to retell the events of their morning as they got ready for school. Guide them by prompting: *What did you do first? What did you do next? What was the last thing you did?*
- **Think-aloud:** *As I read, I am going to stop once in a while to remind myself what has happened so far in the story. This will help me to remember what I'm reading and will make me think about what might happen next. When I finish the story, I should be able to tell someone what happened first, next, and last in the story.*
- Ask students to discuss how retelling the events of their morning helped them to remember what happened. Have students place sticky notes on pages 4, 6, 10, and 12. Explain that as they read, they will stop on these pages to think about what has happened in the story. Encourage them to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Analyze character**

- Explain to students that all stories have characters, or the people or animals that the story is about. Remind students that they can learn about characters by what they say, do, and think, as well as by what others say about them.
- Read the title aloud again to students. Explain that they already have an idea what the main character, Penny, is like—she is rude. Have students look through the pages of the book. Ask them to predict from the pictures if they think Penny will change throughout the book.
Think-aloud: *Penny is the main character in this story. As I read the book and look at the pictures, I will learn many things about Penny. I will learn about her through the things she does, the things she says, and the things she thinks.*

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Penny has hit the other penguin really hard and made him spin around.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *whacked* on page 3 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Penny hitting another penguin. When I look at the first part of the word, it starts with /wh/. However, the word hit starts with the /h/ sound, so this can't be the word. I know that lots of other words mean the same thing as hit. If I look at the other sounds in this word, I think the word might be whacked. The sentence makes sense with this word. The word must be whacked.*

Set the Purpose

- Have students read to find out what Penny does in the story. Remind them to think about what they are learning about her.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place their finger on the bottom corner of page 3. Have them read to the end of page 4, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model retelling.
Think-aloud: First, Penny whacked her friend Peter and made him spin around and fall on the ice. She thought it was funny. Next, she said she was sorry, but she really didn't mean it.
 - Invite students to retell pages 3 and 4 to a partner.
 - Ask students what they know about Penny after reading these pages (she is mean to her friends, she thinks it is funny when people fall). Explain to students that we know these things through Penny's actions and thoughts.
 - **Check for understanding:** Have students read to the end of page 6. Ask volunteers to retell the events on pages 5 and 6. Then ask students to use the pictures in their book to retell the events from the beginning of the story to a partner, using their own words. Encourage them to retell using the words *first*, *next*, and *then*.
 - Have students read the remainder of the book. Remind them to continue stopping on pages with sticky notes to retell in their mind what they have read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have volunteers retell the events that happened after Penny got bumped down the ice slide (she didn't think it was funny, it made her think about when she did mean things to Peter, she said she was sorry and she really meant it).
- Ask students to explain how retelling the events of a story in their mind as they read helped them understand and remember the story.
- **Think-aloud:** *As I retold the story in my mind, it helped me to think about what happened in the story and how I could use my own words to retell the events in order.*
- **Independent practice:** Introduce, explain, and have students complete the [retell worksheet](#). If time allows, discuss their answers.

Reflect on the Comprehension Skill

- **Discussion:** Involve students in a discussion about the characters in the story. Point out a simple event in the story and ask students what that event reveals about the character. For example, when Penny bumps into Peter's family and knocks them all down, it shows that she is mean and likes to cause problems. Provide other examples as needed. Also discuss with students how the main character in a story will often change from the beginning to the end as he or she solves a problem or learns from mistakes.

Lesson Plan *(continued)*

Penny the Rude Penguin

- **Independent practice:** Give students a blank piece of paper and have them fold it in half. Ask them to draw a picture of Penny at the beginning of the story on one side and a picture of her at the end of the story on the other side. Have them write a sentence under each picture describing her character. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you met a character who is rude and a bully to her friend. When she is treated the same way (by accident), she learns how it feels. Now that you know this, what will you do the next time you are tempted to tease someone or laugh at them?

Build Skills

Phonological Awareness: **Consonant digraph /sh/ sound**

- Say the word *crash* aloud to students, emphasizing the final /sh/ sound. Have students say the word aloud and then say the /sh/ sound. Review or explain that the sound is like telling someone to be quiet. Model making the “shh” gesture, with one finger to your lips.
- Read page 9 aloud to students. Have them raise their hand when they hear a word that ends with the /sh/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students make the “shh” gesture if the word ends with the /sh/ sound: *fish, slide, wash, push, ship*.

Phonics: **Consonant sh digraph**

- Write the word *crash* on the board and say it aloud with students.
- Have students say the /sh/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /sh/ sound in the word *crash* and its position in the word (at the end). Review with students that this is a special set of two letters that, when put together, make one new sound.
- **Check for understanding:** Write the following words that end with the /sh/ sound on the board, leaving off the final consonant digraph: *wish, wash, woosh, rush, leash*. Say each word, one at a time, and have volunteers come to the board and add the final *sh* to each word.
- **Independent practice:** Introduce, explain, and have students complete the **consonant sh digraph worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Past-tense verbs**

- Review or explain that some words name actions, and these words are called *verbs*.
- Ask students to think of some actions they did yesterday, for example, walking to school or eating breakfast. Write these words on the board (*walk, eat*).
- Explain that when an action happened in the past, we use a special form of the verb called a *past-tense verb*. Explain that we usually show the past tense by adding the *ed* letter combination to the end of a verb.
- Ask volunteers to come to the board and add *ed* to the verbs written on the board. If any of the verbs have irregular past-tense forms, such as *eat/ate*, point out to students that some verbs become a completely different word in the past tense. Write and say the word *eated*, and discuss with students how funny that sounds. Instead, the word gets changed to *ate*.
- Have students reread page 5. Have them point to the word *passed*. Ask students if this is a past-tense verb. Ask them to tell a partner the present-tense form of this verb (*pass*). Repeat with the word *bumped* and again with *fell*, pointing out that people don't say *falled* in English.



Check for understanding: Have students locate as many past-tense verbs in the story as they can. Have them draw a box around each one. Monitor students as they search, pointing out the irregular past-tense verbs, such as *thought, spun, slid, went, and stood*.

- **Independent practice:** Introduce, explain, and have students complete the **past-tense-verbs worksheet**. If time allows, discuss their responses.

Word Work: Onomatopoeia

- Have students read page 3 with you. Emphasize the words *whacked* and *Smack!*
- Explain to students that writers sometimes use words that sound like the noise they are describing. The words *whacked* and *smack* sound like the noises they might hear if they hit something with the flat part of their hand.
- Explain that these special words are called *onomatopoeia*. Have students repeat the word with you.
- Give students other examples of onomatopoeia, such as *buzz*, *hiss*, *bang*, *moo*, *crack*, and so on. Ask students if they can think of other examples of onomatopoeia.
- **Check for understanding:** Have students search through their book to find other examples of onomatopoeia. Make a list of their responses and discuss them with the group.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them retell the story in their own words to someone at home.

Extend the Reading
Fantasy Writing and Art Connection

Have students draw a picture of Penny and Peter at the end of the story. Under the picture, have students write 2–3 sentences telling what Penny and Peter will do together now that Penny has stopped being rude. Remind students to use capital letters and periods, and to include at least one thing that the friends do together.

Visit WritingA-Z.com for a lesson and leveled materials on fantasy writing.

Social Studies Connection

Discuss Penny's actions in the book and whether students have ever been treated in a similar way. Invite the school counselor to talk with students about bullying (many schools and counselors have curriculum related to bullying). Discuss strategies for dealing with bullying behavior.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently retell portions of the story to understand text during discussion and on a worksheet
- accurately analyze characters during discussion
- accurately discriminate consonant digraph /sh/ sound during discussion
- identify the symbol that represents the /sh/ sound during discussion; identify words that end with the consonant *sh* digraph on a worksheet
- correctly understand and identify past-tense verbs during discussion and on a worksheet
- consistently recognize examples of onomatopoeia during discussion and in the text

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)