

Focus Question:

How does the appearance of each species of puffin change during its breeding season? Why do these changes occur?

Book Summary

Text Type: Nonfiction/Informational

Puffins are unusual and fascinating birds that have captured people's imaginations. Nicknamed "clowns of the sea," these skillful birds are well known for their unmistakably distinct appearance. Students will enjoy detailed photographs that support the text. The book can also be used to teach students about asking and answering questions and discerning fact or opinion.

The book and lesson are also available for levels Q and T.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Identify fact or opinion
- ☐ Recognize and use contractions
- ☐ Describe information provided by text features
- ☐ Understand and use synonyms and antonyms

Materials

- ☐ Book: *Puffins* (copy for each student)
- ☐ KWLS / ask and answer questions, contractions, synonyms and antonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book

Words to Know

Story critical: *antics* (n.), *breeding season* (n.), *burrow* (n.), *coastal* (adj.), *colonies* (n.), *plumage* (n.)

Enrichment: *climate change* (n.), *demeanor* (n.), *fledges* (v.), *gait* (n.), *incubating* (v.), *tufted* (adj.)

- **Academic vocabulary:** *adapted* (v.), *adult* (n.), *features* (n.), *prepares* (v.), *unique* (adj.), *usually* (adv.)

Guiding the Reading

Before Reading

Build Background

- Write the word *adapt* on the board and invite students to discuss its meaning. Explain that to *adapt* means to change to fit to a new situation or environment. Invite students to share ways in which animals adapt to their environments. Discuss with students that one way animals can adapt is through a change in appearance. Have students provide examples of animals that change their appearance such as chameleons and snow hares. Make a list of these animals on the board. Discuss with students why an animal's appearance might change.
- Explain to students that they will be reading about a specific type of bird that changes its appearance each year.

Introduce the Book

- Give students their copy of *Puffins*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers consider what they know and don't know about a topic before beginning to read. Point out that creating questions before, during, and after reading is an important skill that helps readers understand and enjoy a book. Introduce and explain the [KWLS/ask-and-answer-questions worksheet](#). Have students complete the

Guiding the Reading (cont.)

K section of their worksheet with information they already know about puffins. Invite them to share their questions about puffins with the class and then record these questions in the W section of their worksheet. Explain to students that they will be looking for answers to their questions while they read the book as well as recording new questions as they arise.

Introduce the Comprehension Skill:

Fact or opinion

- Discuss with students the difference between fiction and nonfiction. Explain to students that readers need to evaluate the information they read in a nonfiction text and that one way to do this is to discriminate between fact and opinion. Write the words *fact* and *opinion* on the board. Remind students that a *fact* is a detail that is true and can be proven. An *opinion* is what someone thinks, feels, or believes about something.
- Have students turn to a partner and state one fact about the classroom such as *there are twenty-five students in our class*. Then, have students state an opinion about the class such as *our class is the best class in the world!* Have students share their examples with the class, and discuss with students how to differentiate between fact and opinion.
- Discuss with students why it is important to be able to identify fact and opinion when reading nonfiction books. Ask students why an author might include both fact and opinion in a nonfiction book.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point to the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about puffins. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why are puffins called “clowns of the sea”?* (level 1) page 4
- *How does the appearance of a puffin change from living at sea to living in nesting colonies on the coast?* (level 1) page 6
- *What are the four different species of puffins?* (level 2) pages 7–10
- *How can people differentiate the four species of puffins?* (level 2) pages 7–10
- *Which types of puffins are the most similar?* (level 3) multiple pages
- *Why is it important for puffins to attract a mate?* (level 3) multiple pages
- *Why does the author believe that puffins are amusing and fascinating birds?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information. Have students review the photographs throughout the book and discuss how the photographs in the book support the text. Discuss why the author chose to include photographs of puffins. Have students explain how the photographs support their understanding of the change in puffins’ appearance and the difference between the types of puffins. Ask students: *How do the photographs help you understand how a puffin’s appearance changes during breeding season? In what way do the photographs help you to understand the differences between the types of puffins?*

Skill Review

- Remind students to consider the questions they recorded in the W section of their KWLS / ask-and-answer-questions worksheet as they read. Guide students to record answers to these questions in the L section of their worksheet. Have students turn to a partner and discuss how asking and answering questions helps a reader to be more effective.
- Model identifying fact or opinion.
Think-aloud: *I know that when I read a nonfiction book, I need to evaluate the information provided by the author. One way to look at the information is to consider whether it is fact or opinion. As I read about puffins, I know that much of the information is factual, or can be proven. For example, the author states that puffins can flap their wings 400 times in one minute. I know that this information is a fact because this information can be proven. The author also states that she believes puffins are special and*

Guiding the Reading (cont.)

wonderful birds. I know that this is an opinion because it is not something that can be proven and it shows how the author feels about puffins.

- Have students work with a partner to underline two sentences in the text that state a fact and two sentences that state an opinion. Invite students to share their findings.

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.

Skill Review

Graphic Organizer:

KWLS / ask and answer questions

Review the KWLS / ask-and-answer-questions worksheet. Have students share any remaining questions they have about puffins and record these questions in the S section of their worksheet. Discuss with students other sources that might provide answers to these questions.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should include that during breeding season, puffins' beaks and feathers change considerably to better attract mates.)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Contractions

- Write the following sentence on the board from page 4 of the text: *If you've ever seen a puffin, you're unlikely to forget the experience.* Circle the contractions *you've* and *you're*. Explain that sometimes in written and spoken language, we combine two words to make a contraction. When the two words are joined, some of the letters are taken out and replaced by an apostrophe. In this example, *you've* comes from *you have* and *you're* comes from the words *you are* being combined. An apostrophe takes the place of the letters *ha* in the contraction *you've* and the letter *a* in the contraction *you're*.

- Point out the word *haven't* in the second sentence on page 4 and ask students what two words are used in this contraction (*have not*).
- Ask students if they can name other common contractions and write a list on the board.
- **Check for understanding:** Have students reread page 15. Have them circle all the contractions on the page (*they're, they'll, it's, you'll*). Ask them to turn to a partner and take turns telling what two words make up each contraction.
- **Independent practice:** Introduce, explain, and have students complete the **contractions worksheet**. If time allows, discuss their answers.

Word Work: Synonyms and Antonyms

- Write the word *interesting* on the board. Ask students to suggest a word that means almost the same thing (*fascinating, engaging, captivating*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *interesting* (*boring, dull, unimpressive*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Have students turn to page 11 and locate the last sentence of the first paragraph. Read the sentence aloud and record it on the board: *In contrast, horned and North American Atlantic puffins often nest in rock crevices on coastal cliffs.* Circle the word *often*. Ask students to suggest a word that means the same or almost the same as *often* (*frequently, repeatedly*). Ask students to suggest a word that means the opposite of *often* (*seldom, rarely*).
- **Check for understanding:** Give pairs of students a thesaurus. Ask them to find the word *often* and have them name the synonyms listed. Have them find the antonyms for *often*. If needed, provide additional practice using the thesaurus.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms-and-antonyms worksheet**. If time allows, discuss answers aloud after they are finished.

Connections

- See the back of the book for cross-curricular extension ideas.