

About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 1,466

Book Summary

Often thought of as comical, penguins are actually very intelligent and fascinating animals. This book provides a great deal of interesting information about the types of penguins, their breeding and feeding habits, and the biggest threat to their existence. Incredible photographs support the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand nonfiction text
- Identify main idea and details in text
- Identify proper nouns and understand the rules for capitalizing proper nouns
- Determine the syllable division of words and count syllables accurately

Materials

Green text indicates resources available on the website

- Book—*Penguins* (copy for each student)
- Chalkboard or dry erase board
- KWL/ask and answer questions, proper nouns, syllables worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the 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.

- Content words:

Story critical: *algae* (n.), *conservation* (n.), *insulation* (n.), *pollution* (n.), *species* (n.), *streamlined* (adj.)

Enrichment: *waddle* (n.)

Before Reading

Build Background

- Ask students if they have seen the movie *March of the Penguins* or have read any books about penguins. If so, ask volunteers to share one thing that stands out in their mind about penguins. Make a list on the board of their responses.
- Explain to students that they may read things about penguins in this book that they didn't already know. Have students look for new information as they read.

Preview the Book

Introduce the Book

- Give students their copy of the book. 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, fiction or nonfiction, 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 what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Ask and answer questions**

- Make a KWL chart on the board, drawing on the list of responses from the Build Background activity to create the *K* column. Remind students that *K* stands for *what I know*, *W* stands for *what I want to know*, and *L* stands for *what I've learned*. Review the information recorded in the *K* column as what students already know about penguins.
- Have students think about other information they know about the topic of penguins. Explain that thinking about all the information they know about a topic before they read a book on that topic will help them to better understand and remember what they read. Tell students that before they read, they should also think of some things they would like to learn about the topic. As they read, have them look for answers to their questions.
- Model how to ask and answer questions.
Think-aloud: When I think about penguins, I think about the way they look when I see them waddling around on the ground. I know ... (refer to item in the K column of the chart). I also know that ... (refer to another item on the chart). But I wonder why penguins can't fly if they are really birds. I also wonder if Antarctica is the only place penguins live. I will write these questions in the W column. As I read, I will write any answers to these questions that I find in the L column. (Tailor comments to individual situation.)
- Introduce and explain the [KWL/ask-and-answer-questions worksheet](#). Have students think about the topic of penguins and copy the list of items from the *K* column on the board onto their worksheet. They may add more things they know, if they wish. In the *W* column, have students list any questions they have about the subject of penguins. Explain that as they read the book, they will write new information in the *L* column. Remind them that sometimes as they read, new information they learn and questions they answer may lead to even more questions, which they should add to the *W* column.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Review or explain that many nonfiction books focus on a topic so broad that it is necessary to break the information into parts. These parts are often written as sections in a book. The book has a main idea, and the sections are details about the main idea. Each section has its own main idea, and the information in each section includes details about the section's main idea.
- Read pages 5 and 6 with students. Model how to identify the main idea and details.
Think-aloud: The title of this section is "Where Penguins Live." The sentences tell about all penguins living in Earth's southern hemisphere, but not all of these places are cold and harsh. One type of penguin actually lives near the equator! So the main idea of this section is that penguins live in the southern hemisphere. A detail is that one type of penguin lives near the equator. Tell students that looking for main ideas and details as they read will help them to better understand and keep track of information as they read.

Introduce the Vocabulary


- As students preview the book, point out any vocabulary that you feel may be difficult for them. Explain that all of the words appearing in bold print can be found in the glossary at the back of the book.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *streamlined* on the board and direct students to the text on page 7 to find the word. Model how they can use prior knowledge and context clues to figure out the word's meaning. Ask students if they see the two smaller words that make up this compound word (*stream, lined*) and ask if these two words give any clue to the meaning (not really). Show students that by reading past the unfamiliar word, they may find clues in the sentences that follow. In the sentences following the unfamiliar word, they read that penguins move through the water with ease, and they can swim up to 40 kilometers an hour. Ask students if they agree that *streamlined* must have something to do with being able to move through the water smoothly and quickly. Explain that they have used what they know about familiar words together with the context clues to figure out the meaning of the unknown word. Have students follow along as you read the sentence in which it is found to confirm the meaning of the word. Also have one volunteer read the definition in the glossary.

Set the Purpose

- Have students think about what they know about penguins as they read the book. Remind them to look for answers to the questions they posed on their KWL worksheet and to think about other questions they may have as a result of new information they read.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 6. Ask them to look for where penguins live as they read. Students can go back and reread the pages if they finish before everyone else.
 - When they have finished reading, ask students to share the questions they wrote on their KWL worksheet that were answered by reading the sections. Have them add any new questions to their worksheet, and also add new questions to the chart on the board.
 - Model answering a question written on the KWL chart.
Think-aloud: One thing I wanted to know was whether Antarctica was the only place penguins live. I found the answer to this question on pages 5 and 6. I never knew there were penguins that actually lived near the equator. I can add this information to the L column of my KWL chart.
 - As they read, remind students to look for answers to the questions on their KWL chart and to think of other questions to add to it. (Tailor comments to fit individual situation.)
 - As students read, have them look for the main idea and details of the individual sections. Remind them to keep in mind the overall main idea of the book and to think about how the details relate to this main idea.
 - **Check for understanding:** Have students read page 7. Point out that this page is part of the section titled "Penguin Bodies" and ask them to think about how the information relates to this idea. Select volunteers to identify a main idea and details for this page.
 - Have students read the remainder of the book. Encourage them to look for information to record on their KWL worksheet. Explain that identifying the main idea and details will help them to remember and better understand what they read.
-  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.

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

- Ask students to share examples of information they recorded on their KWL chart. Ask them to share any new questions they posed as they read.
- **Think-aloud:** *When I read the section about penguins and people, I learned that people have hunted penguins in the past. I never thought about the danger that people put penguins in. I also learned that people threaten their breeding grounds and pollute their habitats with oil spills.*
- **Independent practice:** Have students check to make sure they have completed the *L* column of their worksheet. Have them share any questions they have about penguins that were not answered by reading the book. Brainstorm resources they can use to find the answers (Internet sites, library books, and so on).

Reflect on the Comprehension Skill

- **Discussion:** Ask students to recall the main idea of the book. Have them explain how the sections are details about the book's main idea and how each section also has its own main idea. Ask students how thinking through the relationship between a main idea and details helps them to understand and process the information they read.
- **Independent practice:** Ask students to turn to page 9 and reread the information in the inset box. Have them turn to a partner, tell the main idea (why penguins' feet don't freeze), and state a detail (fat and feathers keep core temperature high).
- **Enduring understanding:** In this book, you learned many fascinating details about penguins. You also learned that humans pose the biggest threat to their existence. What can you do to learn more about penguins' threatened existence and ways to stop it?

Build Skills

Grammar and Mechanics: Proper nouns

- Explain and/or review with students the difference between common nouns and proper nouns. (Common nouns name persons, places or things, and proper nouns name *specific* persons, places or things.)
- Write the word *state* on the board. Tell students that this is a common noun that names a place. Ask volunteers to name proper nouns that match this common noun (for example, *Maine*, *California*, *Nebraska*, and so on). Write their answers on the board and review why these words are capitalized.
- Have students turn to the chart on page 10 of their book. Have them look down the list of the names of penguins, and ask them why some are capitalized and some are not. Guide students to understand that many of the penguin names contain a descriptive adjective in their name (such as *black-footed penguin*), and thus the word is not capitalized.
- Ask volunteers why they think *Snares Island penguins* and *Galapagos penguins* are capitalized. Guide students to understand that these penguins are named for a specific place, so they are proper nouns. We capitalize their names much like we do *Maine*, *California*, and *Nebraska*.
- **Check for understanding:** Have students scan the list for any more penguin names that are capitalized (*Humboldt*, *Magellanic*, and *Adelie*). Explain to students that these are not names of places but rather names of people. These penguins are named after famous people, which is why we capitalize their names. (*Alexander von Humboldt*: an explorer who first saw the animal; *Ferdinand Magellan*: an explorer who saw the penguins on his first voyage to South America; *Adelie*: named by a French explorer in 1830 after his wife.)

- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#). Discuss their answers aloud after students finish.

Word Work: Syllable

- Explain to students that a *syllable* is a *unit of sound in a word*. A syllable contains a vowel and possibly one or more consonants. For example, point out to students that the word *bird* contains one syllable and the word *penguin* contains two syllables. Explain that many words have multiple syllables, like the words *hemisphere* and *insulation*. Tell students that knowing how to break words into syllables can help them read and spell longer words.
- Say aloud several familiar words to students, such as *excited*, *cheerful*, *tremendous*, *huge*, *Elizabeth*, *John*, *Wednesday*, and so on. Stretch out each word so students can hear the sounds and syllables in the words. Say the words again, asking students to count the syllables and tell you how many there are. Create a chart on the board with the following columns: *1-Syllable Words*, *2-Syllable Words*, *3- Syllable Words*, and *4-Syllable Words*. Add the words to the columns as students tell you where they should be placed. Write the words in parts, pronouncing them slowly. Draw slash marks to show where the syllable breaks are located.
- **Check for understanding:** Say aloud several more words. Ask student volunteers to come to the board, write each word in the appropriate column, and divide the word into syllables. Guide them with spelling and syllable divisions.
- **Independent practice:** Introduce, explain, and have students complete the [syllables worksheet](#). Discuss their answers aloud after everyone has finished.

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 students ask their reading partner if they have any questions about penguins before reading. Have students point out the answers to the questions as they read.

Extend the Reading

Informational Writing Connection

Have students choose from the chart on page 10 one type of penguin to research. Have them delve further into information about the species to learn about its habitat, its body and feathers, and if/how it is threatened. Have students write a short report on the information they find, including two main ideas and a detail for each. If possible, have students create a diorama of the penguin's habitat to accompany their report. Allow time for students to share their findings.

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

Science Connection

Reading *Penguins* may naturally connect to a lesson on the effect of oil on bird feathers. Provide each student with a feather. Have students dip it in water and then observe its properties under a magnifying glass. Next, have students dip their feather in a container of vegetable oil (vegetable oil has the same properties as crude oil), and have them observe the difference. Then give each student a toothbrush and liquid soap, and have them attempt to remove the oil from their feather. Discuss the difficulty of the task. Wrap up the activity by asking students to discuss ways that oil contamination of water can be prevented.

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:**

- use the reading strategy of asking and answering questions to understand information in a nonfiction text during discussion and on a worksheet
- identify main idea and details during discussion
- recognize the difference and correct use of common nouns and proper nouns during discussion and on a worksheet
- identify and understand syllable division during discussion and on a worksheet

Comprehension Checks

- Book Quiz
- Retelling Rubric