Title/Author: *Penguins Closeup* by Lorna Hendry

Suggested Time to Spend: 3 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RI.1.1, RI.1.4, RI.1.5, RI.1.6, RI.1.7; W.1.2, W.1.8; SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6; L.1.1, L1.2, L.1.4

Lesson Objective:

The students will actively listen to the informational picture book *Penguins Closeup* to learn about penguins. The students will learn about traits of different penguins and their habitats.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Penguins live in a variety of habitats. Different types of penguins have different traits. What are some of the traits of different kinds of penguins and their habitats?

Synopsis

The book contains basic facts about penguins including their habitats, their predators, and physical features. It also gives detailed facts about different breeds of penguins.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING:**  As you read this time, stop and ask clarifying questions and discuss as much of the vocabulary as you can while maintaining some flow. See the vocabulary chart below for reference. There will be other opportunities to work on vocabulary.  The primary focus of this read is to gain knowledge about penguins and their habitat.  What does the text state that makes penguins different than most birds? (Page 1)  What area of the world do penguins live in? (After pg. 2)  A colony is a community of animals living close together. How does the picture help to show what a colony is? (After pg. 3)  In what ways do the penguins physical features help them live in their habitat? (After pg. 5)  How do penguins’ feathers help them be camouflaged in their environment? (After pg. 7)  How do penguins care for their chicks? (After pg. 9)  What animals are harmful to penguins? Why? (After pg. 11)  What are some of the different purposes of burrows? (After pg. 16)  What do humans do that can harm penguins? (After pg. 22) | The text states that they are birds but they are birds that cannot fly.    Penguins live in the Southern Hemisphere or Antarctica. *Use a visual such as Google maps or globes to show the students where the Southern Hemisphere is compared to where they live.*  The picture shows that there are many penguins. The picture all shows that they are all close together which helps us to understand they are living in a colony.  Their eyesight helps them see clearly in the water and on the land. They have wings that help them swim fast and dive deep into the water. Their thick layer of fat keeps them warm.  The penguin’s feathers help them camouflage themselves because the light feathers blend them in the sunshine. The penguin’s black feathers make them difficult to see them from above the water.  They feed their babies by coughing up food to feed the baby. They then put the mixture into the mouth of a baby.  The animals that are harmful to penguins are eagles, hawks, leopard seals, sharks, and killer whales. Penguins are food for these animals.  Burrows can be used to lay and protect penguin’s eggs from predators.  Humans can hurt penguins by littering, polluting and from oil spills. |
| **THIRD READING:**  Reread the text again, the primary focus of this read is to highlight the habitat and traits of the penguin with an emphasis on illustrations.  Using the illustrations and the text, explain the climate that the penguins live in. (After page 2)  The text states that “penguins have a layer of fat.” Why do the penguins need this layer of fat? What does this tell the reader about the habitat of the penguin? (Page 6)  Using the illustration on page 13, describe the Emperor Penguin’s habitat.  Using the illustration on page 16, describe the Magellanic and Fiary Penguin’s habitat.  Using the illustration on page 21, describe the Yellow Eyed Penguin’s habitat.  Describe the habitat of the Galapagos Penguin (pg. 17).  Look at the illustration on page 22 and describe what has happened to the habitat in the picture and compare it to page 21 and list some differences. | The illustrations show a cold, icy, and snowy place. The text on page 2 explains that they live in one of the coldest places on Earth.  The penguins need this layer of fat to keep them warm. The text also states that they like to swim in cold water. We can infer that the penguins like cold weather and cold water.  The Emperor Penguin lives in a habitat that is cold, snowy, and icy place.  The Magellanic and Fairy Penguins live in a habitat that is rocky and there is no snow. They make burrows in the ground to lay their eggs.  The Yellow Eyed Penguin lives in a habitat that is grassy, near water, and warm.  The Galapagos Penguins live near the equator which is hot and they lay their eggs in caves to protect them from the sun.  The students will describe that the water is black and dirty and that is has been polluted. Then the students will help the teacher create a list of how the illustration on page 21 is different. (clear water, green grass, and animals are present) |
| FOURTH AND BEYOND:  Reread the section about the different types of penguins (pages 13-21). This reading is primary for the purpose of identifying characteristics of different penguins and their habitats.  The students will help the teacher create a chart of the different types of penguins and their physical features/habitats. | |  |  |  | | --- | --- | --- | | Penguin Name | Penguin Facts | Habitat | | Emperor Penguin | * Biggest * Hold Breath for 20 minutes * Chick sits on parents feet for 50 days | Cold, Snowy place | | Magellanic Penguin | * Black and White * Dig Burrows to lay eggs in. | Dry Rocky place | | ChinStrap Penguins | * Live on Icebergs * They have a black band under their chin. | Live on Icebergs during the winter. | |

FINAL DAY WITH THE BOOK - Culminating Task

1. Students will complete a “fun facts” sheet about a specific penguin from the text. They will draw a picture of the penguin in its habitat and write 2-3 facts that describe the penguin and where it lives. The teacher will check the fun facts for capitalization, punctuation, correct grammar, and spelling.

Example:

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| --- | --- |
| Fun Fact Card | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Topic | Fun Facts  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    **Card Created by:** |

Sample:

|  |  |
| --- | --- |
| Fun Facts Card | |
| Students will draw a picture of an Emperor Penguin. | **Facts about Emperor Penguins**   * Emperor penguins are the biggest of all penguins. * They can hold their breaths for 20 minutes. * Emperor penguin chicks sit on their parents’ feet for 50 days after they hatch. |

* After creation of their task, students can use the app Educreations and present their penguin to the class.

Vocabulary

|  |  |
| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 5 – clearly – to see easily  Page 9 – unique – one of a kind  Page 10 – mixture- two things mixed together  Page 17 – rarest – not occurring very often  Page 17 – protect – to keep safe from harm  Page 18 – iceberg – a large piece of ice that has broken off a glacier and is floating in open water  Page 19 – steep – rising or falling sharply  Page 22 – threat – something that can cause harm  Page 22 – survival – Being able to live in your environment | Page 2 – Hemisphere – half of the Earth  Page 3 – colony /colonies– a community of animals living close together  Page 7 – camouflaged – markings on an animal that help it blend into the background  Page 7 – predators – an animal that hunts another animal for food  Page 11 – prey – an animal that is hunted by another animal  Page 16 – burrows – provides a shelter against predators and weather  Page 17 – Equator – the line on a map that goes around the center of the Earth  Page 21 – endangered species – a type of animal that is so rare that it might disappear |

Extension learning activities for this book and other useful resources

1. [www.discoveryeducation.com](http://www.discoveryeducation.com) – Watch the video of African Penguins: Bearing the African Heat and Making of Emperor Penguins: Icy Labyrinth and make a Venn Diagram to compare the videos. *Note: This is particularly supportive of English Language Learners.*
2. Read aloud books where penguins are the main characters/topic. These books can be connected to other books about penguins such as Penguins by Kathleen Zoehfeld, and Cool Penguins by Jeff Bauer
3. Students will make a diorama of a penguin in its habitat. The teacher can decide if students will work individually or in groups.

Note to Teacher

* This book would be a great way to follow up after teaching a unit on habitats or a unit on polar animals.
* The following Speaking and Listening standards will be met if students present their culminating task to the class: SL.1.4, SL.1.6.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

\_\_\_720L\_\_\_\_\_

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

Knowledge about different types of penguins and their habitats.

Information comes from pictures, has specific facts about different penguin breeds and also has general overall facts about penguins. The text is also set up exploring many different types of penguins which makes it good for comparing.

Syntax is non-complex. It contains complex vocabulary that needs further explanation.

Students need a basic knowledge of penguins. Not all penguins live in the cold. Need some geographical knowledge.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

The geographical locations will challenge students, specifically if you don’t have much knowledge of geography. Google maps, a globe, Google Earth and videos cold help students with understanding of these locations.

How will this text help my students build knowledge about the world?

It will help teach them about penguins in their natural environments. Additionally, they will learn

facts about multiple different types of penguins.

1. **Grade level**

What grade does this book best belong in?

This book belongs best in first grade and could fit in a unit on polar animals and their habitats.

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