Unit 1/Week 4

Title: Penguin Chick

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.3, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

An animal’s habitat determines its physical characteristics and behaviors.

Synopsis

In this nonfiction selection, an Emperor penguin lays an egg in the bitter cold of Antarctica. The penguin parents battle the harsh environment to protect the egg and nurture the chick to maturity.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (e.g., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| The author uses the word **fierce** to describe the wind and the word **whip** to describe how the snow moved. What do these two words mean? What do these 2 sentences tell us about the environment in which this story takes place? | **Fierce -** Extremely severe or violent**Whip -** To strike with repeated strokesThe environment is harsh, extreme, dangerous. |
| A female penguin lays an egg on the ice in Antarctica. The father tucks the egg into a special place called a brood patch. Why does the author compare the brood patch to a sleeping bag? (Pg. 92)  | The brood patch is snug and warm and keeps the egg safe. Thick cover; type of shelter |
| Why does the father stay with the egg instead of the mother? (Pg. 93) | The mother has to travel to sea to find food. The penguin father is bigger and fatter than the mother and can also live longer without food.  |
| The penguins lay their eggs on the ice where there is no food. In your own words, describe where the mother goes for food and the kind of food she hunts for once she gets there. (Pg. 94) | To get food, the mother has to travel to the end of the ice. Because it is winter, the ice stretches for a very long distance. It takes the mother 3 days to reach the open water. She dives into the water to hunt for fish, squid, and krill. |
| Based on what you know from the story, what is a rookery? What happens at a rookery?  | A rookery is a place where many birds go to lay their eggs.  |
| The author writes that the father penguins form a huddle. In your own words, what does it mean to huddle? Why do the fathers form a huddle at the rookery? | Huddle means “to crowd together.”The father penguins huddle at the rookery to keep warm. |
| What are some details that show how the father penguin takes care of the egg? (Pg. 97) | The father penguin keeps the egg on his feet for 2 months. He shuffles when walks so the egg doesn’t roll away. He sleeps standing up. He has no food to eat.  |
| What words does the author use to help you picture the penguin chick? (Pg 99) | Wet, soft, dry, fluffly, gray, little, warm |
| To what is the father’s voice compared? Based on what you know about this object, what does this tell you about how he talks to his penguin chick? (Pgs. 99-100) | The father’s call is loud and can reach the mother across the ice. |
| Reread page 100. What details show how the mother penguin cares for her chick? | She cuddles close to her chick. She uses her beak to brush his soft gray down. She feeds her chick.  |
| How is a penguin chick’s life different as he grows older? What remains the same? (pg 104) | The penguin chick’s life different because he no longer needs to stay on his parents’ feet; instead, spends most of his time in the crèche or nursery. He digs his beak into the ice to help him walk up a slippery hill. He toboggans on his belly. What remains the same is that he is still dependent on his mother and father for food. |
| How does the illustration on page 105 help you to understand what it means to “toboggan down fast”? | The picture shows the way in which the penguins climb the hill and then jump on their bellies and slide or toboggan down the hill. They don’t need sleds because their stomachs are their sleds. |
| What does the timeline on pages 106 and 107 show us about the growth of a penguin chick?  | Physical and behavioral changes over a 6 month periodChange is size, feather changes, change in color, dependent to independent, when he leaves the brood patch |
| After five months, the penguin has grown into a junior penguin. What is he able to do now that he is older? What changes in his body allow him to be able to do this? (Pgs. 106- 109) | He is able to travel to the ocean, where he can swim in the water. His new coat of feathers keeps him dry and warm, where his fluffy down could not do this. He uses his webbed feet to steer him wherever he wants to go. He catches fish with his beak and takes care of himself.  |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text |  | Page 92 - WebbedPage 97 - ShufflePage 99 - EchoesPage 99 - DownPage 106 - JuniorPage 109 - MatePage 109 - Steer |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 91 - Fierce, whipPage 96 - Rookery, huddlePage 99 - TrumpetPage 105 - Toboggan | Page 92 - ScoopPage 92 - SnugPage 99 - PecksPage 99 - CracksPage 103 - PreenPage 107 - WaterproofPage 109 - Flapping |

Culminating Task

* Re-Read, Think, Discuss, Write

*Use details from the story to complete a flow map/chart sequencing the life of an emperor penguin chick from the time the egg is laid to the time it becomes a junior penguin. Be sure not to leave out any major events, and use transition words between ideas.*

*Use the information in the flow map to write a detailed paragraph about the life of a penguin. Your paragraph must include at least 5 details from the story.*

Answer: The life an emperor penguin chick begins from the moment the egg is laid during the cold winter months. At first, the father penguin protects the egg from the cold, in a pouch called a brood from the cold and fierce Antarctica weather. As the penguin grows and grows, the mother leaves the father and egg to go in search of food. Meanwhile, the father penguins keep the eggs in a huddle and shuffles back and forth to keep the eggs alive and to make sure that it doesn’t roll away. After about three days, the penguin chicks begin to peck and crack open the eggs. Next, The penguin chick awaits the mom penguin to secure food and nourishment. After weeks of receiving food and care from their mother, the penguin chick is kept warm by the parent’s preening. As the chicks get older, they start to form small groups with other penguin chicks and learn how to keep themselves safe and warm. Penguin chicks turn into junior penguins and learn how to swim, retrieve food and take care of himself. Finally, in about five years the young penguin will find a mate, take care of his own egg and wait for the chick to hatch.

Supports for English Language Learners (ELLs) to use

with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.