

BABY PENGUIN'S FIRST WADDLES

by THE AMERICAN MUSEUM OF NATURAL HISTORY

COMPREHENSION FOCUS
Asking and Answering Questions
 Green Questions (Literal)

STANDARD CORRELATION
 Ask and answer questions about key details in a text.



SEL CONNECTION
 Curiosity

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 3, 7, 9, 13, 17, 18, and 24.

Create the anchor chart template as shown; it will be completed during the lesson.

Tip: Write the questions on large sticky notes before the lesson. As you read aloud, add the sticky notes to the anchor chart and write the answers in the second column.



STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

When we take a fact or detail from a book and turn it into a question, we create a Green Question. Green Questions can be answered directly in the book. We use the Green Question strategy to help us remember key details that are directly stated in a text.

STEP 2

INTRODUCE THE NEW BOOK

Baby penguins learn so much in their first year of life. Let's read to find out about baby penguins.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As I read the story aloud, we are going to listen for important or surprising details. We will then turn the details into Green Questions and add the answers to our anchor chart. The questions will begin with the words Who, What, Where, When, How, or Which.

Read pages 2-3. We now know the emperor penguin is the largest kind of penguin. Let's take a fact from this page and turn it into a question. Reread the last paragraph on page 2. I could turn this fact into a question using the word What. What does the female penguin do after she lays her egg? Add the sticky note to the chart. It says right here, she goes to the ocean to find food. Here is another surprising fact. Read the last line on the page. We will use the question starter Who. Who cares for the egg?

Read pages 4-7. Let's look at page 6. What is a baby penguin called? Put your thumb up if you know the answer. On three, let's say the answer. A chick. Now turn to page 7 and ask, How does a chick move? Reread the first sentence and then say, The answer is right here in the text—it waddles. Make a gesture for waddle.

Read pages 8-9. Let's think about what we learned on page 9. Paraphrase the text. This time I will ask a question, and you turn to your partner to answer the question. What do penguins use to snatch up their prey? Turn to your partner and discuss the answer.

Read pages 10-13. When it's time to eat, the parents call their chicks with a loud cry. How do the chicks respond? On three, let's softly say the answer. Whistle softly. Let's all make a soft whistle sound. We also learned a new word. A crèche is a group of penguin chicks.

Read pages 14-17. We learned another new word. Fledge means the chicks lose their baby feathers and are becoming adults.

Read page 18. We read amazing things a penguin can do. Turn to your partner and take turns asking and answering questions.

Read pages 19-24. Repeat the process of having students turn to a partner and asking and answering questions using the facts from one of these pages.

We learned a lot about penguins. By being curious and asking and answering questions as we read, it helps us remember key details.



STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st. Have students draw a penguin and write one fact about it using the sentence starter: A penguin can ____ (waddle, swim, dive, whistle, slide). Display the pictures on the wall.

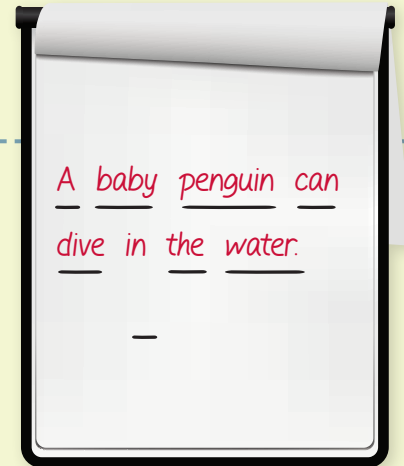
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STEP 1 • **REVIEW THE BOOK**
Review the book by asking and answering questions about facts about penguins. Have students take turns with a partner asking and answering the questions.

STEP 2 • **GENERATE THE SENTENCE(S)**
Have students help you generate a sentence about something a baby penguin can do.
Possible sentence: *A baby penguin can dive in the water.*

STEP 3 • **INTERACTIVE WRITING**
Let's write, A baby penguin can dive in the water. Repeat that with me. As students repeat the sentence, draw blank lines on a piece of chart paper to represent each word of the sentence.
Have students help write the dominant sounds in each word. Use the ABC Wall Poster to create the sound-letter link. Demonstrate proper letter formation on a dry-erase easel. Share the marker with students and have them help write any familiar sight words on the chart. As one student writes a letter on the chart paper, have other students practice letter formation by writing it on a small dry-erase board or in the air.
Reread the entire sentence. Display the chart paper next to the student pictures from Day 1.



STEP 4 • **EXTEND AND CONNECT THE LEARNING**
Repeat this strategy with other read-aloud narrative and informational texts. Also have students practice asking and answering Green Questions during the discussion part of a small-group reading lesson.

