

# Here's What You'll Get in the Penguins Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

### Guided Reading Level

**Penguins**  
By: Anne Schreiber  
Grade Level: 3 / Guided Reading Level: N

**Retelling and Summarizing**

**1**  
**Get Ready to Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**Summary**  
**Penguins** is a nonfiction book about the different types of penguins that live in our world. This book contains true information and interesting facts about penguins, such as how they are different from other birds, what they eat, and what it is like to be a parent penguin. Did you know that baby penguins sing a special song to help their parents find them after a long journey to locate food? Have you ever thought about how penguins catch slippery fish to eat, or why they are black and white? Pay close attention to the words, photographs and captions to find the answers to these questions and more!

**Link to What You Know**  
• Have you ever seen a penguin before? If yes, tell about what you saw the penguin doing.  
• What do you think penguins do during the day? Use the words first, next, then, and last to tell about a penguin's day.

**Important Words to Know and Understand**  
**Flipper** - One of two flat, stiff body parts that stick out from the side of a penguin and are used by the animal for swimming.  
**Beak** - The hard, hooked, pointed part that covers a penguin's mouth and helps it grab food.

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text  
✓ Know what to do when you get confused

**Why Readers Retell and Summarize While Reading**  
Readers retell and summarize to remember the important events, characters, and information in books.  
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell or summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.  
On the other hand, when you read nonfiction (books about real life, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.  
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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### Activate Prior Knowledge

### Retelling and Summarizing Lesson Plan

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**Retelling and Summarizing**

**3**  
**Retell and Summarize While Reading**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Pages 4 and 5** - The first chapter tells us about some unusual characteristics of penguins. What makes a penguin an unusual bird?  
**Pages 8 and 9** - The labels on these two pages tell about some of the special features of a penguin's body. Summarize the special features that make penguins good swimmers and able to live in the cold.  
**Pages 14 and 15** - Penguins have to be careful to watch out for predators in the water and on land. Use the definition on this page to tell about the types of animals penguins have to watch out for in the water.  
**Pages 18 to 21** - This chapter tells us about baby penguins. Use the text and photographs and the words first, next, then, and last to tell how penguins take care of their babies.  
**Pages 22 to 25** - Emperor penguins do some things differently from other types of penguins. Use the text and photographs to retell some of the things that emperor penguins do differently. How does retelling help you as a reader?

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Reflect**  
**Think** - What type of information did you use when you retold and summarized **Penguins**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?  
**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** - Think about the characters, events, and the settings in **Penguins**. How does paying attention to the story elements help you to be a better reader?  
**Write** - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Penguins**. (Remember to include examples from the book!)

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Key Vocabulary

### Explanation of Strategy

**Penguins**  
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**1**  
**Get Ready to Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Make Connections While Reading**  
✓ Think about the text  
✓ Know what to do when you get confused

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text  
✓ Know what to do when you get confused

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Making Connections**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
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### Making Connections

**Penguins**  
By: Anne Schreiber  
Grade Level: 3 / Guided Reading Level: N

**3**  
**Visualizing**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Visualizing**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 6** - The author describes what a penguin's beak looks like. What does this photograph help you visualize when it comes to a penguin's beak?  
**Pages 10 and 11** - The text explains why penguins are black on top and white on the bottom. How does this photograph help you visualize why penguins are black on top and white on the bottom?  
**Pages 22 to 25** - These pages show some of the different ways emperor penguins take care of their babies. How does this photograph help you visualize how emperor penguins take care of their babies?  
**Page 27** - Penguins sometimes like to be alone. How does this photograph help you visualize how penguins like to be alone?

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### Visualizing

**Penguins**  
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**1**  
**Get Ready to Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Determine Importance**  
✓ Think about the text  
✓ Know what to do when you get confused

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text  
✓ Know what to do when you get confused

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Determining Importance**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Pages 4 and 5** - The first chapter tells us about some unusual characteristics of penguins. What makes a penguin an unusual bird?  
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### Determining Importance

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Grade Level: 3 / Guided Reading Level: N

**1**  
**Get Ready to Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Ask Questions**  
✓ Think about the text  
✓ Know what to do when you get confused

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text  
✓ Know what to do when you get confused

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Asking Questions**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
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### Asking Questions

**Answer Key for Retelling and Summarizing with Penguins**

**Your Turn to Practice Retelling and Summarizing with Penguins**

**Pages 4 and 5:** The first chapter tells us about some unusual characteristics of penguins. What makes a penguin an unusual bird?

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**Answer Key for Making Connections with Penguins**

**Your Turn to Practice Making Connections with Penguins**

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**Answer Key for Visualizing with Penguins**

**Your Turn to Practice Visualizing with Penguins**

**Page 6:** The author describes what a penguin's beak looks like. What does this photograph help you visualize when it comes to a penguin's beak?

**Pages 10 and 11:** The text explains why penguins are black on top and white on the bottom. How does this photograph help you visualize why penguins are black on top and white on the bottom?

**Pages 22 to 25:** These pages show some of the different ways emperor penguins take care of their babies. How does this photograph help you visualize how emperor penguins take care of their babies?

**Page 27:** Penguins sometimes like to be alone. How does this photograph help you visualize how penguins like to be alone?

**Answer Key for Asking Questions with Penguins**

**Your Turn to Practice Asking Questions with Penguins**

**Page 6:** The author describes what a penguin's beak looks like. What does this photograph help you visualize when it comes to a penguin's beak?

**Pages 10 and 11:** The text explains why penguins are black on top and white on the bottom. How does this photograph help you visualize why penguins are black on top and white on the bottom?

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**Answer Key for Determining Importance with Penguins**

**Your Turn to Practice Determining Importance with Penguins**

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### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**Penguins: Asking Questions**

This book contains a lot of information about penguins. What is one questions you still have about penguins? What text feature could the author have included to best help you answer your question?

I can use text features to locate information in a text efficiently. CCSS: RI.3.5

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

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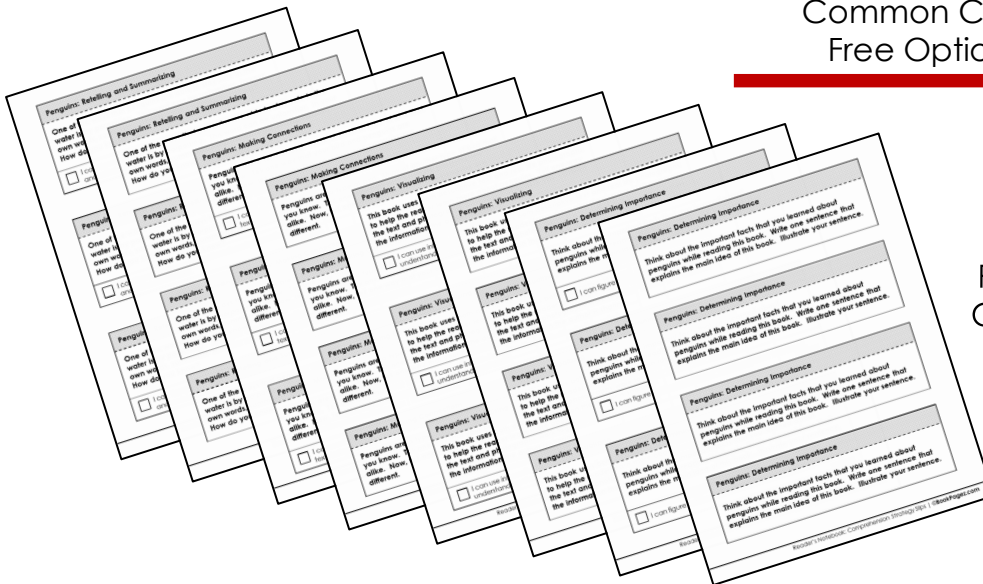
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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is the topic of your book?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions: 1. Answer each of the questions. 2. Carefully cut out on the dotted lines. 3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

**Making Connections**

Title: \_\_\_\_\_

Circle the features of nonfiction text that were used in your book.

Think about the book. What does the book remind you of?

What type of connection did you make?

Text-to-Self  Text-to-Text  Text-to-World

Draw a picture of your connection in the box below.

Directions: 1. Answer each of the questions. 2. Carefully cut out on the dotted lines. 3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

**Visualizing**

Title: \_\_\_\_\_

List the features of nonfiction text that can be found in your book.

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions: 1. Answer each of the questions. 2. Carefully cut out on the dotted lines. 3. Glue, tape, or staple into your Reader's Notebook.

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Visualizing

**Determining Importance**

Title: \_\_\_\_\_

What is the topic of your book?

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

Directions: 1. Answer each of the questions. 2. Carefully cut out on the dotted lines. 3. Glue, tape, or staple into your Reader's Notebook.

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Determining Importance

**Asking Questions**

Title: \_\_\_\_\_

What big question do you have about the information in your book?

Question Sentence Starters	Why don't I... How does... I wonder... I am curious about... I am not sure why...
Question	Answer
Question	Answer
Question	Answer

Directions: 1. Answer each of the questions. 2. Carefully cut out on the dotted lines. 3. Glue, tape, or staple into your Reader's Notebook.

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Asking Questions



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Penguins**  
By: Anne Schreiber  
Grade Level: 3 / Guided Reading Level: N

**Word Work**

**Instructional Focus:**  
Suffixes -er and -est

**Background:**  
The suffix -er is used to describe 'more' when comparing two things. The suffix -est is used to describe 'most' when comparing more than two things.

**Examples:**

Easiest
Harder
Heavier
Smallest

**Materials and Preparation:**

- A Copy of *Penguins* by Anne Schreiber
- Chart Paper
- Markers
- Roll a Suffix Dice and Adjective Cards
- Suffix Practice Page (1 page)
- Optional - Extend Engagement Activity
- Optional - Word Detective

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**Word Work**

**Step 1: Introduce the Focus of Word Work**

**Introduce Suffixes -er and -est**

- Direct student attention to the anchor chart.
- Explain that the suffixes -er and -est are used at the end of adjectives when comparing things. When we use -er, we are comparing two things. When we use -est, we are comparing more than two things.
- Discuss each example under the two suffix headings. Practice reading each word and sentence as a class. Circle the suffix as you discuss each word to emphasize the use of the suffixes.
- Have students turn and talk with a partner to brainstorm examples of each heading. Write the root word and suffix examples under the correct heading of the chart as you discuss.

**Sample Anchor Chart**

Using Suffixes to Compare		Suffixes
Root Word	Suffixes	Compare
Root Word	-er	Compare two things
Root Word	-est	Compare more than two things
Example	longer	longer than
Example	shorter	shorter than
Example	heavier	heavier than
Example	lighter	lighter than
Example	smallest	smallest of all
Example	largest	largest of all

**Step 2: Connect Word Work to Reading**

**Suffixes -er and -est in the Text**

- Explain to students that the book they are reading today will have many examples of these suffixes.
- Next, explain that they are going to listen as you read the book, and when they hear or see the -er or -est suffix, they should fold their arms to their sides like penguin flippers.
- Model listening for these words by reading page 5 and having the students identify the word "coldest" and add it to the chart under the correct heading. Point out that we are comparing all the places in the world in this sentence, which is why -est is the correct suffix.
- After each page, have students identify the suffix words they heard and write them under the correct heading. Discuss the examples they heard and saw.

**Some Examples of Words Ending in Suffix -er and -est in the Text:**

- longest • coldest • warmer • better • faster
- farther • smallest • loudest • fastest • largest

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Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Penguins**  
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**Word Work**

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Explain to students that they are now going to practice what they've learned by playing a game called **Roll a Suffix**.
- Have students get into pairs. Each pair should get a suffix dice and a stack of adjective cards. Student should fold up and tape the suffix dice.
- Each student can take a turn rolling the dice. Whatever surface lands up will be the suffix they use.
- Then, they can draw an adjective card from the pile. They should write the adjective with the suffix added to the end and then provide a sample sentence using the new word.
- Students may need guidance on spelling changes such as heavy, heavier, heaviest, and wet, wetter, wettest.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Provide each student a copy of **Suffix Practice Page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for **words ending in suffixes -er and -est** in their own reading. Tell them to write their words on an index card and add them to the pocket chart (review the added cards with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

**Roll a Suffix Interactive Activity**

Suffix Dice

est			
er	er	er	est
est			

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

**Word Detective: Suffixes -er and -est**  
Extension Activity

**Directions:**  
Be a word detective!

Be on the lookout for **words ending in the suffixes -er and -est** while you read. Write the words that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPagez.com

**Suffix Word Work Practice page**

**Directions:**  
Read the sentences below. Write either the suffix -er or -est on the blank provided.

- My sister sings loud\_\_\_\_\_ than my brother.
- That dog is the fast\_\_\_\_\_ in the whole pack.
- This bucket is heav\_\_\_\_\_ than that bag.
- It was the hot\_\_\_\_\_ day of the whole summer.
- The slow\_\_\_\_\_ car came in last and lost the race.
- My cousin is young\_\_\_\_\_ than me by two years.
- For me, math is eas\_\_\_\_\_ than reading.
- We have the new\_\_\_\_\_ house on our street.
- I think my baby sister is the cut\_\_\_\_\_ baby in the whole world.
- My scoop of ice cream was bigg\_\_\_\_\_ than my dad's.

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com



# Assessments

Running Record				
Title: Penguins		Guided Reading Text Level: N	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____ Words Per Minute: (100/secondsread x 60) _____				
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT
				INFORMATION USED
Page		E	SC	E MSV
				SC MSV
4	What Are They?			
5	What birds cannot fly? What birds spend most of their lives in the ocean but are not fish? What birds live in the coldest part of the world—all year long? They swim, they march, they slide through the snow. They are penguins. Where Are They?			
6	All penguins live between the			
Tested By: _____ ©BookPagez.com				

## Running Record Assessment

Penguins CCSS Assessment	Name: _____ Score: /9
<p><b>Directions:</b> Use what you know about <b>Penguins</b> to answer each of the following questions.</p>	
<p>1. What does the text say is one way that penguins are different from other birds?</p> <p><input type="radio"/> A Penguins cannot fly.  <input type="radio"/> B Penguins fly higher than other birds.  <input type="radio"/> C Penguins fly faster than other birds.  <input type="radio"/> D Penguins do not have feathers.</p>	
<p>2. Which of these sentences best explains the main idea of Penguins?</p> <p><input type="radio"/> A Penguins and turkeys are alike in some ways.  <input type="radio"/> B Rockhopper penguins can jump five feet.  <input type="radio"/> C Penguins can clean the salt out of their feathers.  <input type="radio"/> D Penguins are birds that live south of the equator on land and in the ocean.</p>	
<p>3. Which of these describes a way that emperor penguins are different from other penguins?</p> <p><input type="radio"/> A Emperor penguins only eat birds.  <input type="radio"/> B The male emperor penguin takes care of the eggs.  <input type="radio"/> C Emperor penguins are the shortest.  <input type="radio"/> D Emperor penguins only live in the north.</p>	
<p>4. Imagine you are reading this text and you do not know what it means. Where would be the best place to find more information?</p> <p><input type="radio"/> A The index  <input type="radio"/> B The Table of Contents  <input type="radio"/> C The glossary  <input type="radio"/> D The page numbers</p>	
<p>5. The Table of Contents is helpful because it shows us chapter names and page numbers to find information quickly. Where is the Table of Contents located in a book? (RI.3.5)</p> <p><input type="radio"/> A In the front of a book  <input type="radio"/> B In the back of a book  <input type="radio"/> C In the middle of a book  <input type="radio"/> D On the back cover of a book</p>	
<p>6. Which of these sentences best describes the author's purpose for writing this book? (RI.3.6)</p> <p><input type="radio"/> A The author wanted to teach the reader about zoos where penguins live.  <input type="radio"/> B The author wants to convince the reader to get a penguin as a pet.  <input type="radio"/> C The author wanted to tell penguin jokes to make the reader laugh.  <input type="radio"/> D The author wanted to teach the reader all about penguins.</p>	
<p>7. Which of these is NOT an example of a visual aid that the author included to help the reader understand information about penguins? (RI.3.7)</p> <p><input type="radio"/> A A map of the places where penguins live  <input type="radio"/> B A close up picture of barbs in a penguin's mouth  <input checked="" type="radio"/> C An X ray of a penguin's skeleton  <input type="radio"/> D Pictures and height measurements of different types of penguins</p>	
<p>8. Which of these details did the author include to support the idea that sometimes penguins look like they're having fun? (RI.3.8)</p> <p><input type="radio"/> A Penguins smile and laugh like humans.  <input checked="" type="radio"/> B Penguins can sled, sing, surf, and hop.  <input type="radio"/> C Penguins make great pets.  <input type="radio"/> D Penguins race each other when they swim.</p>	
<p>9. How did the "Penguin Parade" chapter of this book help you see how penguins are the same and how they are different? (RI.3.9)</p> <p><input type="radio"/> A This chapter showed that all penguins are the same height and size.  <input type="radio"/> B This chapter showed that all penguins have the same name.  <input type="radio"/> C The "Penguin Parade" chapter showed penguins marching in a parade together.  <input checked="" type="radio"/> D This chapter showed pictures of different types of penguins and showed that they are all different heights.</p>	
<p>CCSS Assessment 3rd Grade Reading Standards for Information   BookPagez.com</p>	


Common Core Assessment:  
One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key

# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
Look at the picture of the penguin below. Draw lines to label at least 3 of the penguin's body parts and tell how the penguin uses those body parts to survive.



Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

**Common Core State Standards Correlation**

Penguins Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Penguins correlate with the following English Language Arts Common Core State Standards for third grade.

**Reading and Summarizing Lesson Plan and Resources**

**Reading: Informational Text**  
**RI.2** - Determine the main idea of a text; recount the key details and explain how they support the main idea.  
**RI.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  
**RI.7** - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to determine understanding of the text (e.g., when, where, why and how key events occur).  
**RI.10** - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.

**Reading: Foundational Skills**  
**RF.1.3** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.1.4** - Read with sufficient accuracy and fluency to support comprehension.

**Writing**  
**W.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Speaking & Listening**  
**SL.1.10** - Explain their own ideas and understanding in the light of the discussion.  
**SL.2.2** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language**  
**L.3.A** - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).

Penguins CCSS Alignment | @BookPagez.com

Penguins CCSS Alignment | @BookPagez.com

**Common Core State Standards Correlation**

Penguins Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Penguins correlate with the following English Language Arts Common Core State Standards for third grade.

**Viewing Lesson Plan and Resources**

**Reading: Informational Text**  
**RI.2** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.  
**RI.5** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
**RI.7** - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to determine understanding of the text (e.g., when, where, why and how key events occur).  
**RI.10** - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.

**Reading: Foundational Skills**  
**RF.1.3** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.1.4** - Read with sufficient accuracy and fluency to support comprehension.

**Writing**  
**W.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Speaking & Listening**  
**SL.1.10** - Explain their own ideas and understanding in the light of the discussion.  
**SL.2.2** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
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**Common Core State Standards Correlation**

Penguins Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Penguins correlate with the following English Language Arts Common Core State Standards for third grade.

**Implication Lesson Plan and Resources**

**Reading: Informational Text**  
 Determine the main idea of a text; recount the key details and explain how they support the main idea.  
**RI.2** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.  
**RI.5** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
**RI.7** - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to determine understanding of the text (e.g., when, where, why and how key events occur).  
**RI.10** - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.

**Reading: Foundational Skills**  
**RF.1.3** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.1.4** - Read with sufficient accuracy and fluency to support comprehension.

**Writing**  
**W.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Speaking & Listening**  
**SL.1.10** - Explain their own ideas and understanding in the light of the discussion.  
**SL.2.2** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language**  
**L.3.A** - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).

Penguins CCSS Alignment | @BookPagez.com

Penguins CCSS Alignment | @BookPagez.com

**Common Core State Standards Correlation**

Penguins Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Penguins correlate with the following English Language Arts Common Core State Standards for third grade.

**Asking Questions Lesson Plan and Resources**

**Reading: Informational Text**  
**RI.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.  
**RI.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  
**RI.5** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
**RI.7** - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to determine understanding of the text (e.g., when, where, why and how key events occur).  
**RI.10** - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.

**Reading: Foundational Skills**  
**RF.1.3** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.1.4** - Read with sufficient accuracy and fluency to support comprehension.

**Writing**  
**W.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Speaking & Listening**  
**SL.1.10** - Explain their own ideas and understanding in the light of the discussion.  
**SL.2.2** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language**  
**L.3.A** - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).

Penguins CCSS Alignment | @BookPagez.com

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

Penguins Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Penguins correlate with the following English Language Arts Common Core State Standards for third grade.

**Vocabulary Lesson Plan and Resources**

**Language**  
**L.3.A** - Use sentence-level context as a clue to the meaning of a word or phrase.  
**L.3.B** - Identify readily accessible connections between words and their use (e.g., identify people who are similar or different).  
**L.3.C** - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).

Penguins CCSS Alignment | @BookPagez.com

Vocabulary Connections  
Common Core Alignment

**Common Core State Standards Correlation**

Penguins Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Penguins correlate with the following English Language Arts Common Core State Standards for third grade.

**Word Work Lesson Plan and Resources**

**Reading: Foundational Skills**  
**RF.1.3** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.1.4** - Read with sufficient accuracy and fluency to support comprehension.

Penguins CCSS Alignment | @BookPagez.com

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Penguins Super Pack

## 5 Comprehension Strategy Practice Pages

### Asking Questions Practice Page

**Tu turno para Hacer preguntas con Penguins (Los pingüinos)**

**Página 3:**  
La Tabla de contenido muestra que algunos de los títulos de los capítulos están escritos como preguntas. ¿Cómo este estilo de escribir títulos de capítulos como preguntas te ayuda como lector?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Páginas 10 y 11:**  
Estas páginas nos enseñan cómo los pingüinos se mantienen a salvo de los depredadores en el agua. ¿Cuál es una pregunta que tiene sobre cómo los pingüinos se mantienen seguros después de leer estas páginas?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Páginas 12 y 13:**  
Este capítulo nos enseña los hábitos alimenticios de un pingüino. ¿Sobre qué te hace pensar esta información?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_ @BookPages.com

Page by Page  
Guided  
Questions

### Answer Key

**Hacer preguntas con Penguins (Los pingüinos)**

**Página 17:**  
Esta fotografía muestra una colonia de pingüinos. Cuando miras la fotografía, ¿qué preguntas tienes?

Las respuestas varían. Podrían incluir: Esta fotografía me hace preguntarme  
cuántos pingüinos pueden vivir juntos en un solo lugar, cómo encuentran  
suficiente comida para comer y cómo pueden los pingüinos encontrar a sus  
compañeros con tantos pingüinos?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 30 y 31:**  
Estas páginas muestran formas en que los pingüinos juegan usando títulos y fotografías. ¿Qué preguntas tiene sobre este interesante comportamiento de los pingüinos después de ver estas páginas?

Las respuestas varían. Podrían incluir: Me pregunto qué sucede para hacer que  
un pingüino rockhopper saque cinco pies de altura. ¿Saltan para alejarse de los  
depredadores o para divertirse?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_ Answer Key | @BookPages.com

Sample answers  
written in Spanish

**Volver a contar y resumir con Penguins (Los pingüinos)**

**Páginas 18 y 19:**  
Este capítulo habla de cómo los pingüinos cuidan de sus bebés. ¿Qué palabras describen lo que los pingüinos hacen para cuidar de sus bebés?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tu turno para Volver a contar y resumir con Penguins (Los pingüinos)**

**Páginas 4 y 5:**  
El primer capítulo nos habla de cómo los pingüinos se reproducen. ¿Qué hace que un pingüino sea diferente a los otros pingüinos?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Hacer conexiones con Penguins (Los pingüinos)**

**Páginas 6 y 7:**  
Mira el mapa del mundo. ¿Dónde viven los pingüinos? ¿Dónde viven los pingüinos que se encuentran en esta página?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tu turno para Hacer conexiones con Penguins (Los pingüinos)**

**Página 6 a 7:**  
Mira el mapa que muestra dónde viven los pingüinos. Haz una conexión **texto al mundo** al hablar de otro animal que vive en el mismo lugar. ¿Alguna vez has viajado a un país que se encuentra debajo del ecuador? Si no, ¿qué país debajo del ecuador te gustaría visitar?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 8:**  
La fotografía muestra un pingüino. ¿Qué partes del cuerpo del pingüino ves? ¿Qué partes del cuerpo del pingüino ves que no ves en la fotografía?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 8:**  
La fotografía detallada muestra un primer plano de los pies palmados de un pingüino. Haz una conexión **texto al mundo** al hablar de otro animal que tiene patas palmadas.

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**Página 14:**  
En esta página, ¿cómo te ayuda esta conexión como lector?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 14:**  
En esta página, y en todo el libro, el autor nos dice el significado de las palabras importantes. Nombra otro libro que hayas leído donde el autor define palabras importantes.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_ @BookPages.com

**Visualizar con Penguins (Los pingüinos)**

**¿Es esta visualización útil como lector? ¿Cómo es eso?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tu turno para Visualizar con Penguins (Los pingüinos)**

**Páginas 26 y 27:**  
Estas páginas muestran algunos de los 17 tipos diferentes de palabras que el autor usa para ayudarte a visualizar las fotografías de los pingüinos.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Páginas 26 y 27:**  
Estas páginas muestran algunos de los 17 tipos diferentes de palabras que el autor usa para ayudarte a visualizar las fotografías de los pingüinos.

\_\_\_\_\_

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\_\_\_\_\_

**Página 31:**  
Los pingüinos a veces parecen estar divirtiéndose. Nombra algunas de las cosas divertidas que hacen los pingüinos.

\_\_\_\_\_

\_\_\_\_\_

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**Página 31:**  
Los pingüinos a veces parecen estar divirtiéndose. Nombra algunas de las cosas divertidas que hacen los pingüinos.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

Nombre: \_\_\_\_\_

Visualizing

Retelling and Summarizing

Making Connections

**Determinar la importancia con Penguins (Los pingüinos)**

**Páginas 6 y 7:**  
Puedes ver cómo los pingüinos cuidan de sus bebés. ¿Qué partes del cuerpo del pingüino ves que no ves en la fotografía?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tu turno para Determinar la importancia con Penguins (Los pingüinos)**

**Páginas 18 a 21:**  
¿Por qué es importante el canto de un pingüino bebé para su supervivencia?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Páginas 18 a 21:**  
¿Por qué es importante el canto de un pingüino bebé para su supervivencia?

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**Páginas 18 a 21:**  
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Nombre: \_\_\_\_\_ @BookPages.com

Determining Importance

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can" Statement  
written in  
Spanish

**Penguins (Los pingüinos): Volver a contar y resumir**  
Una de las formas en que los pingüinos son capaces de mantenerse seguros en el agua es por "porpoising". Esta palabra puede ser desconocida. En sus propias palabras, ¿qué significa la palabra "porpoising"? ¿Cómo lo sabes?  
 Puedo entender el significado de las palabras y frases en los textos de ciencias y ciencias sociales. CCSS: RI.3.4

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 Puedo entender el significado de las palabras y frases en los textos de ciencias y ciencias sociales. CCSS: RI.3.4

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Common Core  
Free Option

**Penguins (Los pingüinos): Volver a contar y resumir**  
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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

**Volver a contar y resumir**  
Título:  
¿Cuál es el tema de tu libro?

**Volver a contar y resumir**  
Título:  
¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja:

Antes	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que lees en el libro?

Instrucciones:  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and  
Summarizing

**Hacer conexiones**  
Título:  
Encierra en un círculo la característica de no ficción del texto en tu libro.

**Hacer conexiones**  
Título:  
Pienso en el libro. ¿En qué he hecho pensar el libro?

¿Qué tipo de conexión hiciste?

Text a mí mismo

Texto a texto

Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making  
Connections

**Visualizar**  
Título:  
¿Qué página usaste para practicar a visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo:

Escribe algunas de las palabras que el autor usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asegúrate de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

**Determinar la importancia**  
Título:  
¿Cuál es el tema de tu libro?

**Determinar la importancia**  
Título:  
Pienso en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para hacer las partes más importantes de tu libro.

#1

#2

#3

Instrucciones:  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining  
Importance

**Hacer preguntas**  
Título:  
¿Qué gran pregunta tiene sobre la información en el libro?

**Hacer preguntas**  
Título:  
Muestras para expresar una opinión

Quiero saber... ¿Por qué no...? ¿Cómo...? ¿Cuándo...?

Me confunde... Estoy curioso... No estoy seguro... ¿por qué...?

Pregunta Respuesta

Pregunta Respuesta

Pregunta Respuesta

Instrucciones:  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu cuaderno del lector.

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Asking  
Questions



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

Mira la foto del pingüino de abajo. Dibuja líneas para etiquetar al menos 3 de las partes del cuerpo del pingüino y contar cómo el pingüino usa esas partes del cuerpo para sobrevivir.

