

# COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for Tacky the Penguin by Helen Lester

## Author's Purpose Lesson Plan

**Identifying the Author's Purpose**  
Tacky the Penguin  
By: Helen Lester  
Grade Level: 2 / Guided Reading Level: L

**1**  
**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meanings of important words found in the book

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**Summary**

**Tacky the Penguin** by Helen Lester is about a penguin named Tacky who is very different from the other penguins in his home. While his companions are neat, quiet, and orderly, Tacky is loud, clumsy, and silly. The other penguins don't always understand him, but everything changes when a group of hunters arrives. While the proper penguins panic, Tacky's unusual behavior—his loud cheer, silly tricks, and surprising actions—confuses the hunters and scares them away. In the end, Tacky's companions come to realize that their "odd" friend might not be so bad after all.

**Link to What You Know**

- Have you ever met someone who has a name with a special meaning? Tell about it.
- Tell about a time when something scary happened. What did you choose to do?

**Important Words to Know and Understand**

**Blared** – Made a very loud and strong sound  
**Companions** – Friends or people (or animals) who stay with you and spend time together

**Why Readers Identify the Author's Purpose While Reading**

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

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## Guided Reading Level

## Activate Prior Knowledge

## Author's Purpose Lesson Plan

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**3**  
**Identify the Author's Purpose While Reading**

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform, or entertain you?

**4**  
**Notice the Work You Did While**

- Think
- Talk
- Reflect
- Write

**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.

**Page 4** – Think about the names of Tacky's companions. Why do you think the author gave them these names? How do their names help you to better understand their characters?

**Page 11** – After reading several pages, think about Tacky's name. Why did the author give him this name? What is he like? How does answering this question help you to better understand Tacky?

**Pages 18 and 19** – The hunters arrive. What do the other penguins do? What does Tacky do? Why do you think the author wrote this part of the story?

**Pages 22 and 23** – The hunters chant at the penguins. What does Tacky do? Why do you think the author chose for this to happen? How does answering this question help you to better understand the story?

**Page 32** – The penguins hug Tacky. Why do they hug Tacky? Is the author's purpose for this story to entertain or to teach the reader? Explain your thinking.

**Time to Reflect**

**Think** – Helen Lester is the author of **Tacky the Penguin**. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

**Talk** – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Tacky the Penguin**. (Remember to include examples from the book!)

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## Turn, Talk, and Reflect

**1**  
**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meanings of important words found in the book

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**Summary**

**Tacky the Penguin** by Helen Lester is about a penguin named Tacky who is very different from the other penguins in his home. While his companions are neat, quiet, and orderly, Tacky is loud, clumsy, and silly. The other penguins don't always understand him, but everything changes when a group of hunters arrives. While the proper penguins panic, Tacky's unusual behavior—his loud cheer, silly tricks, and surprising actions—confuses the hunters and scares them away. In the end, Tacky's companions come to realize that their "odd" friend might not be so bad after all.

**Link to What You Know**

- Have you ever met someone who has a name with a special meaning? Tell about it.
- Tell about a time when you were scared. What happened?

**Important Words to Know and Understand**

**Blared** – A loud or harsh sound used to tap or warn of something  
**Tacky** – Something that looks silly, cheap, or not quite right

**Why Readers Make Inferences While Reading**

When readers make inferences they become the reading detective.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. The author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

**For example**, if an author writes "Jason made a terrible mistake and he had to leave right now," you can infer that Jason is in a hurry. This inference makes sense because you know that if a person's face turns pale after eating a medicine, it is usually means that they feel embarrassed.

**Readers also know** that the author uses clues to lead you to learn more about characters, settings, problems, and solutions.

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**3**  
**Make Inferences While Reading**

- Use clues that you have to figure out what the author is trying to tell you or make you think about
- Study the pictures, what do you notice about the characters, settings, and events?

**4**  
**Notice the Work You Did While**

- Think
- Talk
- Reflect
- Write

**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.

**Page 4** – Based on the illustration, make an inference about Tacky. What does the author mean that he is "an odd bird"? What clues in the illustration help you with your answer? How does answering this question help you to better understand Tacky's character?

**Pages 12 to 13** – Tacky plays songs. Infer how his companions feel about his singing. How do you know? How does your inference help you to better understand Tacky's character?

**Page 22 to 23** – Tacky gives a hunter a hearty slap. Make an inference about Tacky. Is he afraid of the hunter? Why or why not? How does your inference help you to better understand Tacky's personality?

**Pages 27 and 28** – The hunters cover their ears. What clues in the text and illustrations help you to infer how the hunters are feeling? Does it seem like they want to hurt these penguins anymore? Why or why not?

**Page 31** – The penguin hug Tacky. Based on the illustration, how do you think Tacky feels? How do the companions feel? How does your inference help you to better understand the message of the story?

**Time to Reflect**

**Think** – What clues of inferences did you make while reading **Tacky the Penguin**? Do you make inferences to understand more about the story? How do you understand how a character feels or acts? What do you already know about people, places, or events that helped you make inferences?

**Talk** – Tell your reading partner about the best inference you made while reading **Tacky the Penguin**. Do you think the author used clues to help you understand how a character feels or acts? Share your thoughts about the book too.

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Tacky the Penguin**. (Remember to include examples from the book!)

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## Making Inferences

**1**  
**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meanings of important words found in the book

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**Summary**

**Tacky the Penguin** by Helen Lester is about a penguin named Tacky who is very different from the other penguins in his home. While his companions are neat, quiet, and orderly, Tacky is loud, clumsy, and silly. The other penguins don't always understand him, but everything changes when a group of hunters arrives. While the proper penguins panic, Tacky's unusual behavior—his loud cheer, silly tricks, and surprising actions—confuses the hunters and scares them away. In the end, Tacky's companions come to realize that their "odd" friend might not be so bad after all.

**Link to What You Know**

- Think about a time when you had a big problem to solve. What did you do?
- Tell about a time when you had a big problem to solve. What did you do?

**Important Words to Know and Understand**

**Disagree** – In a very bad or terrible way  
**Right** – A sudden feeling of being scared

**Why Readers Notice Text Structure While Reading**

Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use the following text structures:

**Description** – when a person, place, thing, or event is described to bring what it looks like, how it works, or what it does

**Sequence** – when information is given in chronological order (first, next, then, and finally, after that, next)

**Problem and Solution** – when a problem is explained and a solution is offered

**Compare and Contrast** – when an author writes about the way two or more people, places, or things are alike and different

**Cause and Effect** – when the author explains why something happened (cause) and what happened (effect)

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**3**  
**Understand Text Structure**

- Notice the words on the page, does the author describe things or explain events?
- Look at the pictures, what do you notice about the characters, settings, and events?

**4**  
**Notice the Work You Did While**

- Think
- Talk
- Reflect
- Write

**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.

**Page 4 and 5** – The author is using a compare and contrast text structure to introduce Tacky and his companions. How is Tacky different from the other penguins? What details in the text and illustrations help you with your answer?

**Page 18 to 19** – The author uses a cause and effect text structure. Describe how Tacky matches. How does answering this question help you to better understand Tacky's character?

**Pages 20 to 21** – The author uses a problem and solution text structure to solve the problem. What was Tacky's problem? What was the solution? How important was the other penguins' help to solve the problem?

**Time to Reflect**

**Think** – How did the different text structures help you to better understand **Tacky the Penguin**? Why do you think the author used these text structures? How do you think the author organized the text to help you to better understand the story?

**Talk** – Tell your reading partner about a place where you noticed a description. Explain how you know the author was using a descriptive text structure.

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Tacky the Penguin**. (Remember to include examples from the book!)

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## Answer Key for Identifying the Author's Purpose with Tacky the Penguin

**Page 4** Think about the names of Tacky's companions. Why do you think the author gave them these names?

**Page 11** After reading several pages, think about Tacky's name. Why did the author give him this name? What is he like? How does answering this question help you to better understand Tacky?

**Pages 18 to 19** The hunters arrive. What do the other penguins do? What does Tacky do? Why do you think the author wrote this part of the story?

**Pages 22 and 23** The hunters chant at the penguins. What does Tacky do? Why do you think the author chose for this to happen? How does answering this question help you to better understand the story?

**Page 32** The penguins hug Tacky. Why do they hug Tacky? Is the author's purpose for this story to entertain or to teach the reader? Explain your thinking.

## Answer Key for Making Inferences with Tacky the Penguin

**Page 4** Based on the illustration, make an inference about Tacky. What does the author mean that he is "an odd bird"? What clues in the illustration help you with your answer? How does answering this question help you to better understand Tacky's character?

**Pages 12 to 13** Tacky plays songs. Infer how his companions feel about his singing. How do you know? How does your inference help you to better understand Tacky's character?

**Page 22 to 23** Tacky gives a hunter a hearty slap. Make an inference about Tacky. Is he afraid of the hunter? Why or why not? How does your inference help you to better understand Tacky's personality?

**Pages 27 and 28** The hunters cover their ears. What clues in the text and illustrations help you to infer how the hunters are feeling? Does it seem like they want to hurt these penguins anymore? Why or why not?

**Page 31** The penguin hug Tacky. Based on the illustration, how do you think Tacky feels? How do the companions feel? How does your inference help you to better understand the message of the story?

## Answer Key for Understanding Text Structure with Tacky the Penguin

**Page 4 and 5** The author is using a compare and contrast text structure to introduce Tacky and his companions. How is Tacky different from the other penguins? What details in the text and illustrations help you with your answer?

**Pages 18 to 19** The author uses a cause and effect text structure. Describe how Tacky matches. How does answering this question help you to better understand Tacky's character?

**Pages 20 to 21** The author uses a problem and solution text structure to solve the problem. What was Tacky's problem? What was the solution? How important was the other penguins' help to solve the problem?

## Understanding Text Structure

## Practice Pages and Answer Keys

# WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

The diagram illustrates the relationship between different components of the reading response prompts. A large red arrow points from the "I Can" Statement to the Strategy and Text Based Reader's Response Prompt. Another red arrow points from the Common Core State Standard to the Strategy and Text Based Reader's Response Prompt. A third red arrow points from the Common Core Free Option to the Strategy and Text Based Reader's Response Prompt.

**"I Can" Statement**

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**Common Core Free Option**

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

## 3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

**Identifying the Author's Purpose**

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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Author's Purpose

**Making Inferences**

What the Text Says

What I Know

What I Can Infer

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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Making Inferences

**Understanding Text Structure**

Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me
Page:		
Page:		
Page:		
Page:		

**Text Structures You Might See While Reading**

Comparison and Contrast	Sequence	Problem and Solution	Cause and Effect

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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Understanding Text Structure